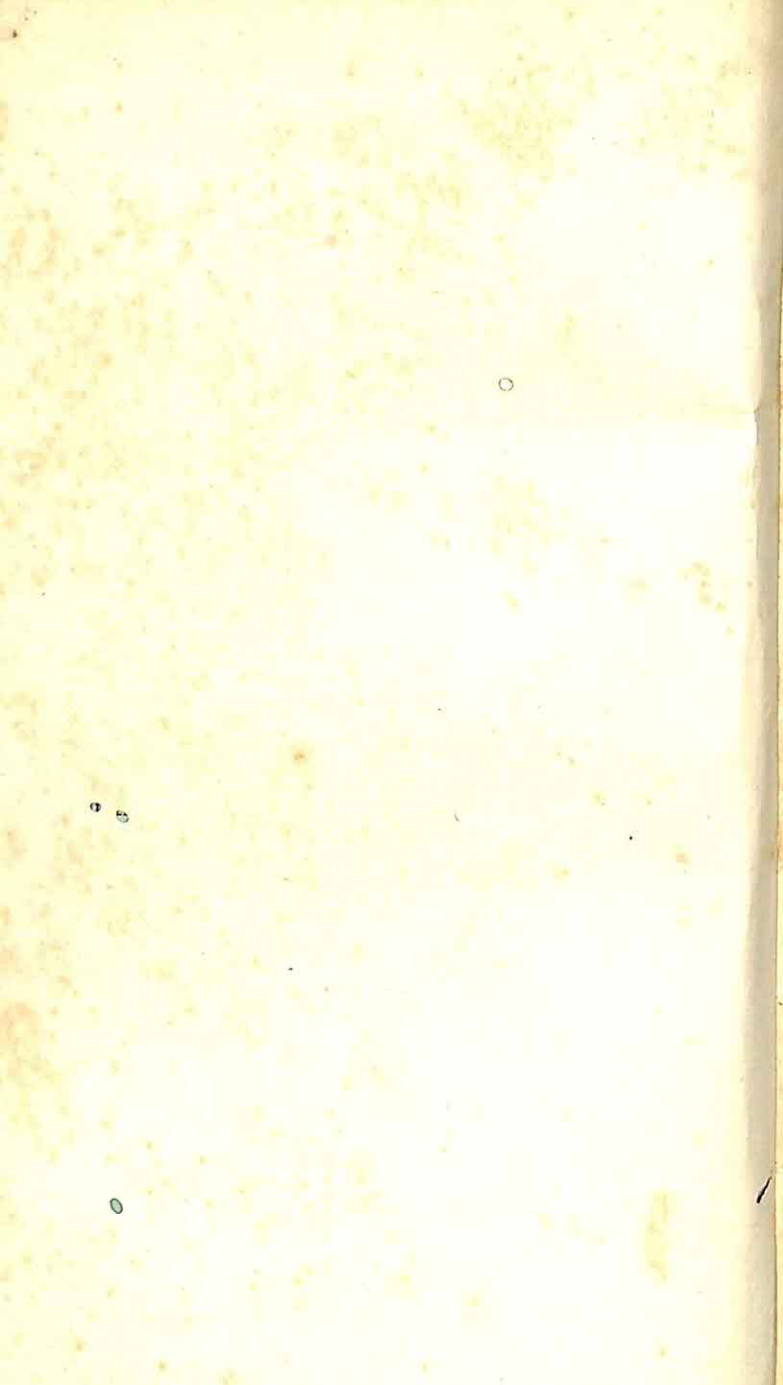


This is an annotated guide to the material at present available as a help to teachers of History in the classroom. It ranges from general works on the teaching of History, down to studies and articles on special problems such as Sources, Map-work, Illustration, Examining, Dramatization, etc. There are sections tracing the development of History Teaching itself; its relation to Citizenship and to Internationalism; and the diversity of teaching in different countries. But classbooks, as such, are excluded, for reasons given in the preface.

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A GUIDE TO THE
TEACHING OF HISTORY
IN SCHOOLS



A GUIDE TO THE TEACHING OF HISTORY IN SCHOOLS

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FOREWORD

TEN years ago there were all too few books in English on the teaching of History, and many of those that existed were at best conventional and at worst antiquated. The politico-militaro-dynastic tradition was dying hard, and no single compelling idea had yet been worked out to help take its place.

To-day all is changed: as the record of books, pamphlets, and articles listed here will show. The time has at last arrived, indeed, when some sort of guide to the mass of printed advice now available for teachers of History in this country can be attempted. This booklet is a first effort to supply that need, in classified and annotated form.

There are given first the books—private and official—that deal with History teaching at large, its aims and its methods. From these it will appear how ready the educational authorities have been to approve new ideas, and how encouragingly these new ideas are establishing themselves since first they were canvassed in print: for example, the plan (for children of 7–11) that roots the History course in the everyday experience of the pupil, as advocated independently by J. J. Bell and Professor F. Clarke in 1928–9; the teaching-backwards technique of Commander Stephen King-Hall and K. C. Boswell; the method of independent work for classes of 11–14 developed by F. C. Happold; and more recently, the Senior School “Line of Development” teaching popularized by M. V. C. Jeffreys. These and others are the climax, to date, of that “History of History Teaching” to which also a section of the booklet is devoted. (Even so, we still need a monograph on History in Advanced Courses, for Sixth Forms, etc.)

The problems of syllabuses, teaching methods, devices, illustration, correlation, examinations, etc., are then covered one by one, with detailed cross-references backwards and forwards to works whose main entry occurs elsewhere in the lists. The material available on the teaching of Internationalism and of Citizenship is also cited, together with particulars of historical atlases, source books, and bibliographies of books for teaching material.

Textbooks for class use are *not* included. There are three admirable lists of class-books already available: Miss Dorothy Dymond's *Handbook for History Teachers* (Methuen, 3s. 6d.: Part II); the *List of Textbooks in History for use in Senior Schools*, published in 1935 by the Historical Association (Leaflet No. 99); and a list on pp. 54-9 of the *Bibliography of Social Studies* issued by the Association for Education in Citizenship (Oxford University Press: 1936; 3s. 6d.).

With this exception the booklet endeavours to be fairly complete. The annotations are intended not merely to make clear the argument of a book or pamphlet, but to indicate the particular problems on which it is of most service, and the kind of guidance it gives. But absolute completeness is not to be hoped for; and the compiler will be grateful, accordingly, for information from teachers concerning omissions and mistakes.

August, 1937.

A. C. F. B.

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I. GENERAL WORKS ON THE TEACHING OF HISTORY

(a) GENERAL

ADAMSON, J. W. *The Practice of Instruction*. (National Society, 4s. 6d.; 1907 and 1912; xix + 520 pp.) Part II, Section IV of this work deals with the teaching of History, and was entirely rewritten for the second edition. It offers a fund of wisdom packed into 28 pages, and is valuable for its early stress on the question: Why is History taught to children? as *distinct* from, Why is History studied at all? The author briefly indicates the danger of "moral" History teaching producing prejudice, and of dramatic methods on a "pageant" scale as beyond the resources of the History lesson. There is shrewd advice on Illustrations (for imaginative stimulation early on, for critical analysis later) and on Source Work. But the paragraphs on "Regression" were written at a time when "teaching history backwards" was unexplored in England and misunderstood.

ALLEN, J. W. *The Place of History in Education*. (Blackwood, 5s., o.p.; 1909; vii + 258 pp.) One of the most stimulating works on the subject, and wide in range, from philosophy to the junior classroom. Discusses the science of History; regards the past as leading not so much to the present as to the future, thereby deepening the historian's (and the teacher's) duty of impartiality; works out the educational and moral value of historical study; and devotes a chapter (XIII) to History in primary schools, pointing out the inadvisability of "formal history" before the age of 14, and urging that, as a preparation, the child should be taught to appreciate "the elements of social and political life" actually about him, as fundamentals.

ARCHER, R. L. (ed.). *Scheme for a First Course in General History*. (Educational Publishing Co., Cardiff, 6d.; 1925; 31 pp.) A course complete in every way, comprising outlines of lessons, teacher's reading and reference, class-books, revision reading. The course is divided into seven stages, of which 1 to 4 are preparatory (ages 7-11) and cover Days before History, Early Civilizations, Rome and her Successors, Mediæval Times; while stages 5 to 7 (ages 11-14) cover the Age of Discovery, the Age of Change and Expansion, Modern Times.

A course in civics is added, covering the same age-range in terms of one weekly lesson of 30 mins. on (successively) Individuals in the Social Environment, the Social Community, the Civics of the School, of the Immediate Locality, of Local Government, National Civics, and International Civics. Emphasis is laid on the reciprocal influence of nations: "deliberate effort alone will decide whether they affect one another beneficially or injuriously."

ARCHER, R. L., OWEN, L. V. D., and CHAPMAN, A. E. *The Teaching of History in Elementary Schools*. (Black, 6s.; 1916; xi + 263 pp.) A most useful manual, particularly for the non-specialist teacher of History, since it considers not only classroom teaching problems but also sources of teacher's material, and the best methods of treating particular periods and topics. Part I deals with Aims, General Principles of Method (principles of fullness, activity, selection), Problems of Arrangement (concentric system, "Police-man" theory of teaching Civics), and the conduct of lessons (activity v. passivity, illustrations, etc.). Part II considers the course of British History period by period, and the main topics within each period, giving valuable hints on the use of the subject-matter. There is a short bibliography, and a full index.

ASSOCIATION OF ASSISTANT MASTERS. *Memorandum on the Teaching of History*. (Cambridge University Press, 1s. ; 1925, revised 1931 ; 75 pp.) A famous memorandum, long since recognized for its thoroughness and wisdom. Deals with the place of History in the curriculum, aims, and purposes, the subject-matter, method, aids to method (three chapters), testing, and advanced work. The appendices include examples of correlated syllabuses and a 5-year and 4-year syllabus. The stress throughout is on "how they teach it or would seek to teach it if they were allowed the full freedom that they desire."

BARNES, MARY S. *Studies in Historical Method*. (Isbister, Boston, 3s. 6d. ; 1896 ; 121 pp.) Of value as a psychological and experimental defence of the "culture-epoch" theory of teaching History.

Note.—Other standard expositions of this theory are given in H. JOHNSON, *Teaching of History* (1915), 452-4 pp. (See below, p. 23.)

BARNETT, P. A. *Teaching and Organization*. (Longmans, 7s. 6d. ; 1897 ; xix + 419 pp.) This well-known manual has two chapters on History Teaching : Modern History (by R. Somervell), containing useful hints on Fourth and Fifth Form method ; and Ancient History (by H. L. Withers), outlining Thomas Arnold's scheme, relating Ancient History to Scripture, and illustrating the use of notebooks, comparative method, etc.

BLAIR, F. E. *The Social Function of History*. (In *Yearbook of the Herbart Society*, 1898.)

BLISS, W. F. *History in the Elementary Schools*. (American Book Co., o.p. ; 1911 ; 214 pp.) Emphasis is on handwork, and on correlation with Literature and Geography and industrial training. These sections,

together with the first chapter (on the Course of Study) give the book its chief value for British teachers. The rest of it is concerned with the first eight grades of the American primary school. The arguments are copiously illustrated with syllabuses, etc., and there is an excellent bibliography for teachers.

BOURNE, H. E. *The Teaching of History and Civics in the Elementary and Secondary Schools*. (Longmans, o.p.; 1902 and 1909; x + 385 pp.) A monumental manual in the American Teachers' Series. Part I covers the study and teaching of History, including the Meaning of History, study of it in French and German and American schools, the School and the Library, and Methods (including the Source Method). Part II covers the course of study, from ancient times to modern civics. The treatment is exhaustive; full of illustrative syllabuses, and of book lists. Of great value for reference.

COCK, A. A. *The History Lesson*. (Arnold, 1s.; N.D.; 32 pp.) A pamphlet of guidance for the young teacher; full of shrewd and practical advice, concisely set out, on matters such as syllabus, teacher's preparation, pupils' preparation, exposition, textbook, use of documents, questions, exercises, correlation, local history, civics.

COMMITTEE OF SEVEN (of the American Historical Association). *The Study of History in Schools*. (Macmillan, o.p.; 1899; x + 267 pp.) An interesting landmark, giving in a dozen essays a cross-section view of the condition of History in the curriculum at the end of last century, in the schools of England, France, Germany, Canada, and the U.S.A. The most valuable portions to-day are the appendices, and especially the description (by George L. Fox) of History in English secondary schools, where there "is great lack of system

and uniformity of method." The syllabuses in operation at Haileybury, Winchester, and Rugby are described; and the conclusion emerges that "the spirit of the English secondary schools is against specialization in teaching."

COMMITTEE OF EIGHT (of the American Historical Association). *The Study of History in the Elementary Schools*. (Scribners, o.p.; 1909; xx + 141 pp.) Concerned mainly with American schools, but has a short section (at p. 130) on English schools.

DYMOND, D. *A Handbook for History Teachers*. (Methuen, 3s. 6d.; 1929; viii + 247 pp.) An invaluable manual: a storehouse of most of the information a teacher needs for reference. It is divided into the following sections: Syllabuses for elementary, junior, and senior schools; Textbooks for pupils under 15; Class library books; Book lists for teachers—classified under 13 headings; Sources for lesson material; Historical fiction; and the Teaching of present-day affairs. An indispensable book.

FINDLAY, J. J. *History and Its Place in Education*. (University of London Press, 3s. 6d.; 1923; viii + 182 pp.) A now standard monograph, the theme of which is to cultivate "the historical habit of mind," by which the author means an integrated sense of time, cause and effect, change, and "a true record," all brought to bear on "the search for general principles of social behaviour." There is a brief account of the development of History teaching, followed by an analysis of aims and values. The main part of the book deals first with the approach to History (ages 4 to 8), then with syllabus and method for ages 8 to 11, followed by the closing years of the primary school, the secondary school course, and (finally) the adult and History. Stress is laid throughout on a united curriculum,

regarding English and History and Geography as "the humanities," with no hard-and-fast divisions in the early years.

FIRTH, C. B. *The Learning of History in Elementary Schools*. (Routledge, 6s.; 1929 and 1932; viii + 224 pp.) A fascinating book, which establishes its case by arguing from the child's need for History, to help him adapt himself to his environment, and to discern truth from falsity, and to foster his "sheer delight in stories"—the whole not by abstractions but by concrete examples. The standpoint is thus practical; and the book discusses such problems as the place of questions in class, the child's activity towards historical material, pictures and their use, source work, independent work, local history, and "History for the very young." There is an especially valuable chapter on the principles of syllabus-building, with examples.

Note.—The author's theories are carried out in her three series of History class-books, Junior Course (four books and Teacher's books), Senior Course (four books and Teacher's books), and Secondary Course (six books and reference books). Ginn & Co., 2s. to 4s.

GOULD, F. J. *History the Teacher*. (Methuen, o.p.; 1921; xii + 132 pp.) The argument of this challenging book is that "the Story of Humanity should furnish the main thread of instruction for ages 6 or 7 to 14 or 15" in such a way as to awake good feeling (primarily) and train the intelligence. A syllabus of Human History is worked out, covering a complete school career, divided into three main parts: The Early Age (to A.D. 400), The Catholic Feudal Age (to 1300), and The Age of Expansion (to 1919). Illustrative lessons are cited; the scheme is renewed for students of 14 to 21; and a parallel scheme for Indian schools is sketched. The book reveals a high moral ideal in History teaching triumphantly carried out.

HALL, G. STANLEY (ed.). *Methods of Teaching and Studying History*. (Ginn ; 1883, rewritten 1885 ; xiv + 385 pp.) A pioneer work, in symposium form, covering the teaching in America from school to university, with chapters also on the use of libraries, archæology, special methods, church history, and topicality. The introduction provides a long list of works (mostly German) on the problems in general.

HARRIS, H. L. * *The Teaching of History in Secondary Schools*. (Angus & Robertson (Sydney) ; 1930 ; 84 pp.) Valuable for its analysis of the different theories of general method: Chronological, Concentric, Evolutionary, Psychological, Topical, Problem, Project ; and for its chapter on testing.

HASLUCK, E. L. *The Teaching of History*. (Cambridge University Press, 6s. ; 1920 ; 121 pp.) A volume in the Cambridge Handbooks for Teachers. The introduction discusses aims and syllabuses. The rest of the book (p. 30 onwards) is devoted to a study of practical problems: Exercises, Sources, Dramatic Work, Local History, European, General and Recent History, Correlation, Libraries, Specimen Lessons.

HATTERSLEY, A. F. *History Teaching in Schools* (1935). (See below, p. 55.)

HISTORICAL ASSOCIATION (26, Gordon Square, W.C.1). *History*: the quarterly journal of the Association: ed. C. H. Williams. (Macmillan, 2s. per issue to non-members); 1916 onwards. Each number of this journal contains something of great value to teachers of History, as the following list of articles, reports, and reviews will show:—

- April, 1916. Imperial History, by Sir C. Lucas.
- April, 1916. Naval and Military History, by Sir J. Corbett.

- July, 1917. History in Girls' Secondary Day Schools, by Miss M. A. Howard.
- Oct., 1917. History in Preparatory and Elementary Schools, by Mrs. V. Williams and J. A. White.
- Jan., 1918. History Examinations, by D. C. Somervell and C. H. K. Marten.
- April, 1918. Effects of the War on History Teaching, by J. W. Headlam and others.
- Oct., 1918. History in South African Schools, by A. F. Hattersley.
- Jan., 1920. School Historical Societies, by C. H. K. Marten and others.
- July, 1920. Teaching of History at Bedales, by G. D. E. Hall.
- Jan., 1921. Philately and Teaching of Modern History, by B. D. Read.
- April, 1923. The Middle Ages in History Teaching, by T. F. Tout.
- Oct., 1923. Teaching of History at Sherborne, by Nowell Smith.
- Oct., 1924. A Plea for Teaching of Historical Geography, by C. R. Cruttwell.
- April, 1925. Conference on History Scholarships.
- Oct., 1925. Teaching of History at Oundle, by J. A. Higgs-Walker.
- Jan., 1927. History in Moving Pictures, by W. T. Waugh.
- April, 1927. Local History in the U.S.A., by J. W. Oliver.
- July, 1927. Teaching of History in France, by Ch. V. Langlois.
- Jan., 1928. The Board of Education Report on Teaching of History in London, by J. A. White.
- April, 1928. The School Certificate Examination, by C. H. K. Marten.

- July, 1928. A New Type of History Question, by F. C. Happold.
- Oct., 1928. Transformations in History Teaching, by F. J. Gould.
- Jan., 1929. Americanizing American History, by D. R. Fox.
- April, 1929. The Correlation of School and University Teaching.
- July, 1929. History for Children under Eleven.
- Oct., 1930. Recent Books on the Teaching of History, by J. A. White.
- April, 1931. An Experiment in Examinations, by F. C. Happold.
- Jan., 1932. A Salisbury Experiment, by F. C. Happold.
- July, 1932. Use of Films in the Teaching of History, by C. B. Firth.
- Jan., 1933. School Examinations, by T. W. Phillips.
- April, 1933. Local History, by J. H. B. Masterman.
- July, 1933. International History, by C. K. Webster.
- Oct., 1933. Report on Secondary School History.
- March, 1934. Freedom in History Teaching.
- Dec., 1934. Bias, by E. L. Woodward.
- March, 1935. Mediæval History.
- June, 1935. The School Certificate Examination: a modified paper, by Mary Fisher.
- Sept., 1935. History and the Unemployed Adolescent, by E. C. Walker.
- Dec., 1935. The Subject Matter of History in Schools, by M. V. C. Jeffreys.
- March, 1936. An Examination of Examinations, by A. S. Turbeville and F. J. Routledge.
- March, 1936. Report on a Questionnaire on the Teaching of Current Events, by Jessie Noakes.
- Sept., 1936. The Ninth Assembly of the International Committee of Historical Sciences, by G. T. Hankin and L. M. Penson.

- Dec., 1936. Teaching History by Lines of Development, by M. V. C. Jeffreys.
- March, 1937. The Place of American History in English Education, by H. Hale Bellot.
- March, 1937. History in the Making [=Archæology], by Sir C. Peers.
- June, 1937. History Teaching and the New Junior Instruction Centre, by E. C. Walker.

Note.—These articles are dealt with separately below (*passim*).

HISTORICAL ASSOCIATION LEAFLETS. Full list obtainable from the Association at 26, Gordon Square, W.C.1. They vary in length from 12 to 40 pages; and in price (to non-members) from 6d. to 1s. Many of them (noted below) deal with aspects of History teaching, and are invaluable.

HISTORICAL ASSOCIATION, Birmingham Branch. *Report of Committee on History in Secondary Schools* (1932; 2 pages, typescript). Suggests in outline a 4-year course though preferring a 5-year course in British History—three years—preceded by Early Empires and Modern Europe; and also considers the Northern Universities Matriculation Syllabus.

HISTORICAL ASSOCIATION, Liverpool Branch. *The Liaison between the Primary and the Post-primary School in the Teaching of History.* (1933; 16 pp.; obtainable from M. V. Gregory, "Dorney," Rose Lane, Mossley Hill, Liverpool, 18; price 3d.) A valuable piece of pioneer work. It discusses the relation between three systems of History teaching: The Whole Field System (for framework, time sense, and interest), The End-on System (whereby primary school stops at 1485), and The No-History System (denying any formal History till the age of 11). It then outlines a Whole Field treatment for the primary school, with modifications

of it for A and C classes ; considers classroom devices and aids to study ; and lists the best books on local (=Liverpool) sources of historical interest. There is an appendix on Music and History Teaching.

“HISTORY TEACHER’S MAGAZINE,” THE. (McKinley Publishing Co., Philadelphia ; 1909 ; 30 cents ; monthly.) See especially :

- Vol. 1, pp. 74-6. Organization of the Recitation (N. M. Trenholme).
- Vol. 2, pp. 34- 6. Practical and Handwork (L. L. Tall).
- 173- 9. Pictures in History Classes (C. O. Paullin).
- 219-22. The Use of the Textbook (G. C. Sellery).
- Vol. 3, pp. 8-10. Use and Abuse of Pictures (E. W. Ames).
- 25- 8. Teaching Modern History (D. S. Muzzey).
- 50- 3. The Doctrine of Interest (H. R. Tucker).
- 95- 8. History and the Teacher (G. L. Burr).
- 121- 3. Making Historical Maps (W. R. Shepherd).
- Vol. 4, pp. 35-40. The Future Uses of History (J. F. Jameson).
- 40- 3. Use of the Lantern (W. E. Lingelbach and H. C. Tucker).
- 52- 5. Waste in History Instruction (R. Stevens).
- 215-21. The New Culture-History in Germany (A. B. Show).
- 243- 8. Study of Recent History (C. H. Hayes).

- Vol. 5, pp. 53- 6. Library Work and Collateral Reading (I. F. Nestor).
 77-80. A Working Museum of History (E. C. Page).
 81- 6. Use of Illustrative Material (M. Hamilton).
 116-23. Adequate Tests in History (H. D. Foster).
 223- 7. Reconstruction of History Teaching (J. M. Gathany).
 245- 8. Aim—"importance of sequence in life" (L. F. Jackson).
 277-87. History in Secondary Schools (D. Snedden and G. L. Burr).
 288-91. The Use of Magazines (J. M. Gathany).
- Vol. 6, pp. 112-21. Vitalizing the History Work (R. D. Chadwick).
 167-78. Realizable Education Values in History (C. O. Davis).
 220 ff. Word Study in History Teaching (P. G. Lantz).
 241 ff. Testing Efficiency in History (G. A. Cribbs).
- Vol. 7, pp. 53 ff. Testing Collateral Reading (M. B. Garnett).
 95 ff. Use of Current Literature (G. E. Boynton).
 277 ff. The History Notebook (R. D. Armstrong).
 332 ff. Forms of the History Recitation (F. Morehouse).
- Vol. 8, pp. 52 ff. Supervised Study in History (R. D. Armstrong).
 129 ff. Collateral Reading (W. W. Wuesthoff).

- Vol. 8, pp. 160 ff. Use of Magazines in History Teaching (D. S. Duncan).
 253 ff. Blackboard Work in History (W. W. Wuesthoff).
 264 ff. The Study of Nations—an Experiment (H. E. Tuell).
- Vol. 9, pp. 144 ff. Current Events in History Classes (A. Andrews).
 205 ff. The History Notebook (C. M. Whitlow).
 337 ff. New Type of History Examination (E. L. Osgood).
- N.B.*—Title changed in 1919 to *The Historical Outlook*.
- Vol. 11, pp. 107 ff. The Project-Problem Method (M. E. Branom).
 195 ff. Checking Collateral Reading (A. S. Barr).
 313 ff. A Topical Method, Social History (F. W. Carrier).
- Vol. 12, pp. 285 ff. Progressive Self-Marking in History (A. C. Wilgus).
- Vol. 13, pp. 215 ff. Aim of a History Project (W. H. Kilpatrick).
- Vol. 14, pp. 180 ff. Coöperation of History and English (S. A. Leonard).
 319 ff. New Tests for Old (R. H. Shyrock).
 323 ff. New Types of History Tests (F. E. Moyer).
 351 ff. A Project Method in History (D. L. McMurry).
- Vol. 15, pp. 395 ff. The Ideal History Teacher (M. L. Cheney).
 410 ff. Supp. Reading and Fact Tests (S. W. Ralston).

- Vol. 16, pp. 118 ff. Note-taking and Filing (A. C. Wilgus).
 120 ff. High School Historical Theme (H. M. Woodruff).
 332 ff. Use of Current Events (C. G. Vannest).
- Vol. 17, pp. 124 ff. Use of Notebooks in History (H. E. Wilson).
 279 ff. The Socialized Recitation (M. Wilson).
 322 ff. The History Assignment (B. W. Phillips).
- Vol. 18, pp. 172 ff. Standard and New Type Tests (R. M. Tryon).
 220 ff. My History Notebook (W. B. Spelman).
 268 ff. Technique of the History Assignment (J. Morton-Finney).
- Vol. 19, pp. 215 ff. Laboratory Method in History (E. Y. Raetzer).
 276 ff. How to Study (E. G. Clarke).
 385 ff. Teaching Current Events (H. M. Woodruff).

HOWARD, M. A. *History Teaching in Girls' Secondary Day Schools*. (In *History* for July, 1917.) A very clear comparative description.

JARVIS, C. H. *The Teaching of History*. (Oxford University Press, 5s. 6d.; 1917; 240 pp.) Written primarily to ease the path of the non-specialist History teacher. It is therefore practical throughout, each chapter carrying a list of books for the teacher on the part of the syllabus covered. After chapters on aims, and on stories for children, the treatment is by school years, in detail. Fourth year—British civilization to the end of the Middle Ages; Fifth—Modern External Expansion; Sixth—Intellectual and Religious and

Political Development; Seventh—Modern Industrial and Social Development, and Growth of the Empire; Eighth year—Constitutional Government and Foreign Relations. Chapters follow on Learning by Doing (handwork and dramatic work), Illustrations (verbal, pictorial, and antiquarian); and there are lists of sources and of historical fiction.

JOHNSON, H. *Teaching of History in Elementary and Secondary Schools*.⁹ (Macmillan, 7s. 6d.; 1915; xxix + 497 pp.) A volume in the [American] Teachers' Professional Library, and one of the completest and most stimulating works on the subject. Discusses the Nature of History, problems of grading in the school, aims and values, the development of History in the curriculum in Europe and the U.S.A. (two chapters), biographical and social approaches, enlivening the past, models and pictures, collateral reading, historical method, correlation, examinations. There are full bibliographies on History teaching, historical literature, and illustrative material.

KEATINGE, M. W. *Studies in the Teaching of History*. (Black, 7s. 6d.; 1910; viii + 232 pp.) These studies "aim at bringing into strong relief a few fundamental positions." They concentrate on the "contemporary document method" which the author made famous. On this the book is invaluable, as also on the subject of History and Poetry. The chapter on moral training goes to the fundamentals of Kantian and Herbartian psychology; that on Examinations is full of criticism; and the chapter on Concrete Illustration proves by examples that there need be "nothing abstract or intangible" about even legislation. The book concludes with an eloquent homily on the teacher of History.

KLAPPER, P. *The Teaching of History and Civics [in] Elementary and Junior High Schools*. (Appleton,

7s. 6d.; 1926; xx + 347 pp.) An American manual. Thorough and exhaustive, well classified and indexed, with plentiful concrete applications of the principles it expounds. Part I analyses the meaning of History and its implications for teaching. Part II considers the threefold value of History to the pupil—utilitarian, intellectual, and spiritual. Part III outlines a syllabus for American schools (66 pages). Part IV treats Methodology and devices in teaching, together with testing and examinations. Part V, finally (30 pp.), deals with the teaching of Civics. There is a full bibliography.

MACE, W. H. *Method in History*. (Ginn, o.p.; 1897; xvii + 311 pp.) Part III (p. 255 onwards) deals with the "Elementary Phases of History Teaching." The psychological approach is that which grades History in school as passing from the "presentative" to the "representative"; and the method of transition from present to past is encouraged for the early stages. The illustrations discussed are from American History.

McMURRY, C. A. *Special Method in History*. (Macmillan, 5s.; 1903 and 1926; 291 pp.) "A complete course of study in History for the [four] grades below the [U.S.] high school." Includes a chapter on correlation, and another on class-books.

MIDGLEY, C. *The Teaching of History: Some Comments and Syllabuses*. (Wheaton, Exeter; 1935; 16 pp.) A useful pamphlet setting out three schemes: Two years of World History followed by one year British social and economic; three years of British History, divided at 1485 and 1714; and three years on British History in a world setting, divided at c. 1500 and 1760. All three are for ages 11–14. Well detailed, and with lists of books for teacher and pupil. The schemes are worked out in three series of class-books

published by Wheaton's: *Story of the Ages*, etc. (1s. 6d.-2s.); *Wheaton's New Histories*; books 5-7 (2s. 6d. each); and *History through Maps and Diagrams*, books 1-3 (1s. 6d. each).

THE NEW ERA (11, Tavistock Square, W.C.1); issue of April, 1930 (1s. 2d.; 64 pp.). This is a "Teaching of History" issue, dedicated to the League of Nations. A most useful collection of monographs, the chief of which are noted below (*passim*).

OSBURN, W. J. *Are We Making Good at Teaching History?* (Public School Publishing Co., Illinois; 1926; 180 pp.) A searching inquiry (buttressed by tables and statistics) into the teaching of History in U.S. elementary and secondary schools. The bases and principles of the inquiry, e.g. scope of syllabus, its stress on topics, "fact" and "thought" questions, etc., make the book worth the serious attention of all teachers.

ROBINSON, J. H. *The New History: Essays illustrating the modern historical outlook*. (Macmillan, 8s. 6d.; 1912 and 1920; viii + 266 pp.) There can be few books on the subject more stimulating than this. It is written in a style delightfully brisk, with apt and compelling illustrations of its argument. That argument is, in short, a bold plea for a total reconsideration of the *subject-matter* of the History taught in schools, in order to accommodate the changed historical outlook necessitated by advances in newer social studies, and to give to History courses a greater significance for the common man. The opening essay denounces the "political" tradition in History teaching, as being a record of the unusual and sensational rather than the normal, and as fostering episodal rather than causal treatment. The essay on "History for the Common Man," originally delivered to an industrial audience, outlines a course evolved from the theme of

man-the-inventor. A study of the "New Allies" of History stresses what is to be learnt from Archæology (as regards perspective) and Comparative Religion. There is also an illuminating "History of History." This book is quite indispensable.

SALMON, LUCY M. *Some Principles in the Teaching of History*. (In *Yearbook of the Nat. Soc. for Scientific Study of Education*, Chicago; 1902; 39-47 pp.) Establishes five periods in a child's development, each exhibiting a main characteristic sufficiently strong to warrant different techniques in teaching. The thesis is criticized in the *Yearbook* for 1903.

SHROPSHIRE, O. M. *The Teaching of History in English Schools*. (Columbia University Press, Milford, 14s.; 1936; x + 189 pp.) A recent survey by an American visitor. Chiefly historical in treatment, and well documented; covering History in Adult Education and in Training Colleges, as well as in Elementary and Secondary schools. There is no better book than this from which a History teacher can assess the past and future of his subject. The bibliography is exhaustive, covering education in general as well as history teaching. An appendix of over 40 pages gives illustrative syllabuses from actual schools: 1. A Village School, infants and standard I, Approach to History (Prehistoric crafts to Amy Johnson: 22 topics); 2. A Junior Boys' School, classes 1-4, in detail; 3. A Senior Boys' School, Dalton Plan syllabus (First Year, World History, 10 Assignments; Second Year, English History, 10 Assignments; Third Year, Civics (How we are governed—17 topics; Work and Wealth and Wages—10 topics)); 4. A Senior Girls' School, three-year syllabus in detail, stressing social factors; 5. Girls' Central School, forms 1-4, Tudors and Stuarts, Form 5 to date, Form 6 for Oxford Local Examinations; 6. Streatham County Secondary School, in detail; 7. A Council Secondary Boys' School,

5-year course; 8. Clapton County Secondary School, seven stages to end of fourth year, and London Matriculation syllabus.

TERRY, C. S. *The Position of History in Scottish Elementary and Secondary Education*. (Aberdeen University Press, o.p.; 1898; 32 pp.) An illuminating cross-section view at the end of last century.

TRYON, R. M. *The Teaching of History in Junior and Senior High Schools*. (Ginn, 6s. 6d.; 1921; v + 294 pp.) Deals in a practical manner with "everyday classroom problems in . . . the upper elementary and high-school grades" in American schools. Covers, for example, Lecture and Textbook methods, source work, problem work, topicality, notebooks, terminal and general examinations, library and collateral reading, teaching of current events, and syllabus-planning. Each chapter is liberally illustrated with examples. Chapter 12, on the History Teacher, is valuable for its citations from the views of pupils and students.

"VERGANGENHEIT UND GEGENWART." (Leipzig, Teubner; 1911; bi-monthly.) Especially the following articles (in German: titles here translated):—

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| 1911, pt. 2, pp. 90 ff. | History in the German Volksschule (A. Tecklenburg). |
| 112 ff. | History Teaching in Prussian Middle Schools (E. Clausnitzer). |
| 3, pp. 184 ff. | } Intuition in History Teaching (E. Weyrich). |
| 4, pp. 238 ff. | |
| 1912, pt. 1, pp. 34 ff. | Prussian and Saxon Girls' Schools (C. Müller). |
| 2, pp. 96 ff. | Austrian Higher Schools (O. Kende). |
| 5, pp. 308 ff. | Use of Sources (G. Lambach). |

- 1913, pt. 1, pp. 29 ff. History Teaching in France (N. Schlottert).
 5, pp. 308 ff. Case for Research in History Teaching (W. Behrendt).
 1914, pt. 1, pp. 18 ff. The Newspaper in the High School (H. Menz).
 2, pp. 87 ff. Culture-History in German Higher Classes (F. Schnabel).
 3, pp. 137 ff. The Epic Principle in History Teaching (F. Fikenscher).
 4, pp. 235 ff. History Teaching in U.S.A. (E. Hennig).
 6, pp. 370 ff. The Textbook in History Teaching (G. Brunner).
 1915, pt. 2, pp. 112 ff. Future Peace and the Schools (E. Paulus).

WALKER, E. C. *History Teaching for To-day*. (Nisbet, 4s. 6d.; 1935; 188 pp.) A strong plea for "a new orientation . . . in order to inculcate sufficient discipline of reasoning, accompanied by the continuation of the zeal for Knowledge, for our boys and girls to remain aware of the nature of their approaching intellectual responsibilities." The first chapter ascribes the "decreasing interest" of History as presented in school to a number of causes, among which are the "sentimental approach" and the "fallacious biographical method." The author then roundly denounces the alleged craze for sensation that has perpetuated so much teaching of war and has led to loss of proportion. Then follows the constructive part of the book—an insistence on the value of Local History, for its close relation to the child's own experience. There is a detailed examination of how this value can be secured for the child, with full illustrations from the local history of the Fens, of Kent, and of Derbyshire. A concluding chapter on ideals and problems rounds off a fascinating and compelling book.

WARD, H., and ROSCOE, F. *The Approach to Teaching*. (Bell, 5s.; 5th ed., 1931; x + 208 pp.) A body of practical advice to the young teacher in training. Chapter XI, on History and Geography, is slight but compact.

WELTON, J. *Principles and Methods of Teaching*. (University Tutorial Press, 8s. 6d.; 1906; xxiv + 566 pp.; 1924, xxv + 677 pp.) Chapter X, on the Teaching of History, remains unaltered since 1906, except for its book list. The course recommended is mainly chronological.

WITHERS, H. L. *The Teaching of History, and other Papers*. (Manchester University Press, 4s. 6d.; 1904; 267 pp.) Especially valuable for I—The Teaching of Ancient History (see BARNETT, P. A., above, p. 11). This essay cites Thomas Arnold's History syllabus at Rugby, and the 9-year secondary school course in Prussia. II—Development of History Teaching in England in the nineteenth century, showing the emergence of an "historical" outlook to supersede the *a priori* outlook of the eighteenth century, and the emergence of History as no longer merely "implicit" in classical studies but henceforth a separate subject, albeit still badly taught and ill-related as yet to education. III—A Memorandum on History in the Board Schools of London, which the author criticizes as unduly narrow and ill-related to the rest of the curriculum, and for which he would substitute (outline given) a unified syllabus in History, Literature, Geography, and Music throughout the school. An invaluable book.

WORTS, F. R. *The Teaching of History in Schools*. (Heinemann, 7s. 6d.; 1935; 203 pp.) This study takes as its cue the failure of History as a school subject as commented upon since the first Report on London Elementary Schools in 1907, and pleads for a new

approach. An invaluable part of the book is that which examines the aims of History teaching set forth in most of the earlier works on the subject, collating and criticizing them freely. No less arresting is the author's conclusion that "the aims of such instruction ought to be revised to give precedence to ethical over intellectual values"; that "scientific History" is undesirable till the age of 15-16; and that, till then, teachers must be urged to "preserve History as an unscientific, a romantic interest. . . ." The arguments supporting this thesis are marshalled with a fine proportion between theory and practice. There is an appendix on testing, and a bibliography.

(b) CONCERNED MAINLY WITH AGES 7-11

ALLEN, J. W. *The Place of History in Education* (1909). (See above, p. 9.)

CLARKE, F. *Foundations of History-Teaching*. (Oxford University Press, 4s. 6d.; 1929; viii + 171 pp.) A fascinating study of the teaching of History to-day to "Little Arthur," aged 7-11. History is shown to be "not a string of beads but a rope"; and the fundamental aim in teaching children of this age is to root the course in their own life—for their own experience is, after all, the utmost they can bring to meet the teacher. "The one trait shared by him with all other Arthurs of every time and place is a keen and zestful interest in his own present life." History must be taught in such a concrete way as to do something to him as well as for him; and History so conceived and taught will leave no need for a course in citizenship. The starting-point must be the present, to bring out the "historical significance of present and immediate things." This argument is driven home conclusively. There follow chapters illustrating its application to the British Empire as a study in the

development of Trusteeship, and a chapter on devices and methods.

Note.—See also the same author's essay, "History in the Primary School," in *Essays in the Politics of Education* (Oxford University Press, 5s.; 1923). The strength of the argument is illustrated in two class-books: J. J. BELL, *Living History* (I—*Jimmy's Story Book*, II—*A History of Homely Things*; Philip, 1s. 9d.—2s.; 1928–9); and S. KING-HALL, and K. C., BOSWELL, *Tracing History Backwards* (I—*The Facts*, II—*Some Problems*; Evans, 1s. 6d. each; 1934).

DRUMMOND, H. ANN. *History in School: A Study of Some of Its Problems*. (Harrap, 5s.; 1929; 176 pp.) A stimulating monograph, dealing chiefly with the primary school, and including chapters on Civics, Internationalism, Original Sources, Handwork, with (appendix) a biographical syllabus for children of 8–9, and specimen assignments and tests. Stress is laid not only on the child's "taking in," but on his "giving out." The book is essentially practical, without any "special" method being advocated. It is a sympathetic guide to actual classroom problems, and based on the author's experience at Roedean and Bedales.

HISTORICAL ASSOCIATION. *Memorandum on Courses of Study in History for Children under Eleven, approved by the Council of the Association*. (In *History* for July, 1929.) This valuable memorandum is based on four aims: To arouse sympathy with the great figures of the past, to foster imagination by reconstructions, to awake interest in the pupil's own surroundings, and to lay the foundations for future work. For ages 7–9 a course in general history is urged, based on romantic epic tales; and for ages 9–11, stories from English and foreign history. Time-charts (pictorial and later graphic) are not advised before the age of 9; power to read a history book for himself by the age of

14 is set as one goal; and handwork and systematic correlation are suggested in the early stages in addition to the "backbone" of story-telling. No adaptation of the syllabus for country school children is considered to be (in general) necessary.

WILLIAMS, V., and WHITE, A. J. *History Teaching in Preparatory and Elementary Schools*. (In *History* for October, 1917.) A descriptive and critical article well worth reading for the developments it foreshadowed.

(c) CONCERNED MAINLY WITH AGE 11 ONWARDS

CURTEIS, A. M. *The Teaching of History in Preparatory Schools*. (In Board of Education *Special Reports*, Vol. 6, pp. 207-18; H.M.S.O., 1900.) Based on results of a Questionnaire to over 120 Head masters. Usual time, two hours a week. Scope, English History (70 schools add Greek and Roman in top form). Praises the zeal and interest of teachers concerned; and argues that the "trouble" begins not in the Preparatory School but later, in the Secondary School, where lack of clear aim, and absence of method, lead to "frittered energies," and bad textbooks kill the pupil's interest. Pleads for use of the textbook as résumé rather than preparation.

EVE, A. *History Teaching by Biographies*. (Charles & Dible, 10, Paternoster Square, E.C.; o.p.; 1910; 2 vols., c. 150 pp. each.) A series of some 80 biographical lessons, for classes of 11-12.

HAPPOLD, F. C. *The Approach to History*. (Christophers, 8s. 6d.; 1928; 102 pp.) The record of an experiment at the Perse School, Cambridge. "Previous to the age of 11 or 12 it is doubtful whether anything that can truly be called History can be taught at all." This course, with classes of 11-14, shows how much can be done by individual work (collecting material,

illustrating by charts, etc.), to produce a technique of historical study in the pupils. The three years of work are surveyed in some detail, illustrated with specimen lessons and pieces of work, and with original charts. At page 30 the author's famous game for learning dates is described.

HISTORICAL ASSOCIATION. *Report on Secondary School History by the Council of the Association.* (In *History* for October, 1933.) A report valuable for its assessment of where responsibility will lie for good or bad History teaching. It points out the absence of firm control by central and local authority, and the freedom enjoyed by Head master and History master in planning syllabuses and choosing books. The chief factor will therefore be the personality of the individual teacher—tempered by the influence of public opinion and by teachers' conferences. There is an analysis of the "traditional organization of teaching," a passing reference to the cramping effect of the examination system, and an optimistic conclusion. "It is one of the virtues of our system that it is not rigid. . . . History cannot be put into a strait-jacket, and it should not be taught for particular ends, national or international."

JEFFREYS, M. V. C. *A History Course for the Senior School.* (University of London Press, 1s.; 1936; 59 pp.) A brilliant and compelling plea (tested in Senior Schools before publication) for a new principle of selection in the subject-matter of History courses, in resistance to the traditional stress on "importance" (regardless of "difficulty") and on "political" topics. (See J. H. ROBINSON, p. 25 above.) The principle of selection here laid down is that of "Lines of Development," and the working-out is made clear in a detailed syllabus covering three years as follows:—First year: Explaining the World (20 lessons), Mechanical Progress (20). Second year: Medicine and Hygiene (20),

Government (20). Third year: Industry and Labour (20), War and Peace (20). There are references to teacher's reading, and to suitable sections of existing class-books. An indispensable book.

JEFFREYS, M. V. C. *The Subject-Matter of History in Schools*. (In *History* for December, 1935.) An article outlining the case for "Lines of Development" (q.v. above). It led to correspondence in the issue of *History* for June, 1936; and was followed up by a second article in the issue for December, 1936.

SEIGNOBOS, CH. *L'histoire dans l'enseignement secondaire*. (Paris, 1906.) A resolute case for a concrete approach in History teaching.

STRONG, C. F. *History in the Senior School*. (University of London Press, 1s.; 1935; 40 pp.) A pamphlet supplementary to the author's series of class-books, *To-day through Yesterday* (three books, divided at 1603 and 1837; University of London Press, 2s. 4d. or 2s. 6d. each). A general statement on Senior School History is followed by hints on teaching method and syllabus-building, and then by a suggested 3-year syllabus for work with the author's class-books. Each syllabus tabulates, in parallel columns, the modern problem and the historical aspects to be treated.

II. OFFICIAL GUIDANCE BY EDUCATIONAL AUTHORITIES

BOARD OF EDUCATION. *Suggestions for Teachers in Public Elementary Schools*. (His Majesty's Stationery Office, CD. 2638; 1905.) Pp. 61-5 and 119-24 deal with History. Aims: "to show how rights and duties arose," to show that "Great Britain is only one country among many," to record "the influence for good or evil exercised by great personalities." Plan: two years of stories, followed by "systematic instruction in the story of the United Kingdom." *N.B.*—"The Board do not prescribe any particular method of treatment." Depart from plan if a foreign country becomes topical. An outline Syllabus is given for the seven standards of the Elementary School, with three alternatives in the last three years (concentric; chronological; or a sequence of European History, citizenship, and a special period).

BOARD OF EDUCATION. *Circular 599: The Teaching of History in Secondary Schools*. (His Majesty's Stationery Office, 1d.; 1908 and 1912; 22 pp.) This early circular of the Board is a useful sedative for teachers who imagine that post-war developments in History teaching are entirely new. The guidance offered ("not regulations") concerns the "first stage"—to the age of 12, and the "main portion" of the school, in terms of English History, Foreign and Ancient History, Local History, Illustrative Reading, and Advanced Work. Problems of method are gone into briefly, and there are illustrative syllabuses appended for the 4-year course.

BOARD OF EDUCATION. *Circular 869: Memorandum No. 6: The Teaching and Organization in*

Secondary Schools: Modern European History. (His Majesty's Stationery Office, 1d.; 1914; 4 pp.) Advice on the position and value of modern European History in the 4-year course, in the light of the war of 1914.

BOARD OF EDUCATION. *Educational Pamphlet 37: The Teaching of History.* (His Majesty's Stationery Office, 1s.; 1923; 70 pp.) The result of an investigation of grant-aided secondary schools by a panel of H.M. Inspectors. The progress of History teaching since the days of Arnold of Rugby is traced appreciatively, and the main report then deals with the preparatory stage ("simple, interesting, and preliminary"), the main course ("a clear outline of the history of their own country"), Advanced Courses, Special Aspects and Topics (including Social History, Civics, Local History, Geography, Literature, the Bible), Methods, Examinations, Libraries, Journeys, etc. There emerges as general aim "the reasoned account of man's evolution on earth . . . nationalism rightly applied leads necessarily to internationalism . . . the essential principle of continuity in human affairs . . .". This pamphlet is reviewed by C. H. K. Marten in *History*, April, 1924.

BOARD OF EDUCATION. *Report on the Teaching of History in London Elementary Schools.* (His Majesty's Stationery Office, 2d.; 1927; 22 pp.) A devastating analysis of shortcomings, with an appendix illustrating the questions asked by the Inspectors and the range of answers obtained from the pupils of 41 schools. The report insists that knowledge of facts is no guarantee of understanding; urges a biographical treatment for "the majority of schools", on the model of Plutarch; and, finally, commends the teachers, so many of whom had no qualification beyond enthusiasm.

See also a review of this Report, by J. A. White, in *History* for January, 1928.

BOARD OF EDUCATION. Report on *The Primary School*. (His Majesty's Stationery Office, 2s. 6d.; 1931.) History is dealt with on pp. 167-71. The need for experiment is stressed, to avoid conventional courses leaving a residue of "inert ideas". Stories are advocated as the best approach, if neither too "miscellaneous" nor too "historical"; and there is warm praise for the growing tendency to go beyond British History, and to teach topically with a view to present-day significance. The goal is declared to be "the conception that our civilization is the fruit of the activities of many peoples, and is rapidly becoming the common possession of mankind."

BOARD OF EDUCATION. *Handbook of Suggestions for Teachers*. (His Majesty's Stationery Office, 2s.; 1927 and 1936; 600 pp.) The well-known official compendium. Chapter 12 deals with History, and an Appendix with the League of Nations. The opening General Considerations bear on the continuity and variety of the syllabus. Stories are the approved approach in childhood—grouped chronologically and utilizing the child's own activity—"to give points of interest in historical sequence as a basis for later work." The selection of subject-matter for senior classes is discussed in the light of the question, "What cannot I leave out?" English History and the Commonwealth will be the main material, but English History must be read as a part of World History. General methods are considered—concentric and periodic plans—private work, historical fiction, etc.; and the chapter includes sections on "History as an instrument of moral training," and on practical considerations and aspects.

LONDON COUNTY COUNCIL. *Senior Schools: Memoranda on Curriculum: No. 5—History*. (London County Council, 6d.; 1933 and 1936; 30 pp.) This,

the latest L.C.C. memorandum on the subject, is noteworthy for the three syllabuses it suggests, as well as for its paragraphs on correlation and on Citizenship. It suggests :—

(1) Stories in the Junior School till the age of 9. Then a concentric course in English History from 9 till 11, based on everyday things. Then “mainly English History” in the Senior School, qualified by reminders of what we owe to the Ancient Mediterranean, the Greeks, the Middle Ages, the Reformation, etc. “English History must throughout be thought of in its European or indeed its world setting.”

(2) History starting from the pupil's own experience and environment. This vital method is that of J. J. Bell, worked out in the first two parts of his *Living History* (“Jimmy's Story Book,” 1928, and “A History of Homely Things,” 1930; Philip, 1s. 9d. and 2s.). It consists in teaching from the known to the unknown by passing “from the pupil's knowledge of his own environment to an historical explanation of it.”

(3) A three-year course on “traditional lines,” illustrated in detail from the first year (B.C. 55–A.D. 1485).

There is an appendix of 61 suggested stories for the Junior School.

NORTHERN IRELAND. *List of Textbooks [including History] for Use in Schools, 1932 onwards.* (His Majesty's Stationery Office, 6d.; 1932.)

NORTHERN IRELAND. *Programme of Instruction for Public Elementary Schools.* (His Majesty's Stationery Office, 6d.; 1932.) See also *Report of Departmental Committee on the programme* (1s.).

SCOTLAND, HISTORICAL ASSOCIATION OF. *History in the Secondary and Higher Grade Schools and*

Continuation Classes of Scotland. (1s.; 1921; 15 pp.) A detailed report by the Council of the Association.

SCOTTISH EDUCATION DEPARTMENT. *Memorandum on the Study of History in Scottish Schools.* Cd. 3843. (His Majesty's Stationery Office, 1½d.; 1907; 18 pp.) General in treatment, but advisory on aims and method. Urges no distinction, in early years, of History from Literature and Geography; discusses "teaching backwards." Mainly concerned with early years.

STOKE EDUCATION COMMITTEE. *Report of the Teachers' Panel on the Teaching of History in Elementary Schools.* (1931; 1s.; pp. 35-40.) Gives outline syllabuses for Junior and Senior School. In the Junior School: A background of biographical stories, stressing service to mankind and developing a time sense; five schemes, specimen list of 24 dates to be learned, and hints on approach. In the Senior School: To enrich the meaning of everyday things and to develop enlightened citizenship; six schemes (each with an alternative fourth year), examples, and suggestions as to method.

Note.—See also official publications below, pp. 50-62; Part IV, History Teaching Abroad.

III. THE HISTORY OF THE TEACHING OF HISTORY

THERE is as yet no work devoted entirely to this theme. But aspects of it have been studied, and much can be gleaned from the following chapters and articles, which are arranged in chronological order of publication.

1841. ARNOLD, THOMAS. *Inaugural Lecture on the Study of History*. (In *Lectures on Modern History*, Fellowes, 1842; pp. 1-33.) A famous landmark, built on a definition of History as "the biography of a political society"; using this definition to widen the field of contemporary historical study to include matters political, constitutional, social, economic, and, above all, moral and religious; and arguing from the very fact of state-sovereignty to the conclusion that the state is *moral* in its purpose in exactly the same way as human individual life. The smashing effect of this doctrine on the environmentalist theory (see BUCKLE, below) is obvious. (See also WITHERS, H. L., above, p. 24.)

1857. BUCKLE, H. T. *Civilization in England*. (World's Classics, 1903; 3 vols., 2s. each.) The environmental theory, that man will do, in given general circumstances, what he has always done; that his history is as much a *natural* growth as is that of the acorn. Hence the study of human history should lay no great stress on individuals; the history of man is not the history of great men, but is due primarily to geographical influences of position, climate, soil, etc. This theory was criticized by J. A. FROUDE in 1864 (see below).

1861. SPENCER, HERBERT. *On Education*. (Cambridge University Press, 6s. ; 1932 ; ed. F. A. Cavenagh.) Contains a vigorous condemnation of the politico-militaro-dynastic History taught in Spencer's day, and a bold plea for History as an aspect of "Descriptive Sociology." The conventional teaching he denounced as having "not the remotest bearing on any of our actions"; and instead of it he advocated a study of "the welfare of nations rather than of rulers . . . the Natural History of Society": and in his details appears much of social, economic, and civic History that has now long since been taught without question. An immortal pioneer essay.

1862 onwards. *Minutes of the COMMITTEE OF COUNCIL ON EDUCATION*. (His Majesty's Stationery Office.) These annual *Minutes* of the predecessor of the Board of Education, during the years of the Revised Code and of Payments by Results, are eloquent in their brevity on the matter of History teaching in (e.g.) the Training Colleges. It is instructive to compare the Board's Circular 599, of 1908 (see above, p. 35), with the following from the *Minutes* of 1876-7 (pp. 656, 661):—

Training Colleges Exam. in History : English History, main facts.

Men.—First year : to the death of Elizabeth, with Scottish History.

Second year : to 1815.

Women.—First year : Elementary facts and general outline to accession of the Tudors, with Scottish History.

Second year : The same to the present time.

1864. FROUDE, J. A. *The Science of History*. (In *Short Studies on Great Subjects* ; vol. i ; various editions.)

A famous essay that denies to History the qualities of a Science, but finds the chief "lesson of History" to be "that the world is built somehow on moral foundations," as proved by man's capacity for self-sacrifice. Beyond this, historical study should teach us *not* to prophesy, since for ages to come we can aspire to no more than mere *analysis* of the past. Meanwhile, the *dramatic* value of History as an æsthetic stimulus should be exploited to the full. o

1874. GREEN, J. R. *Short History of the English People*. (Various editions.) A landmark among class-books, for the emphasis indicated by its title. Too well known and revered to need commentary.

1879. BAIN, ALEXANDER. *Education as a Science*. (Kegan Paul.) Interesting as being one of the few pronouncements by a *non-historian* bold enough to say of History that it is merely "an interesting form of literature . . . When there is any doubt [as to time for it] we may settle the matter by leaving it out." But he does suggest a syllabus, beginning with "biographical stories" and continuing through "the nature of society" to a main course divided between "universal history" and "a minute sketch of certain epochs", followed by an appendix of ancient history" which can well come last as being "associated with classical studies."

1881. FITCH, J. G. *Lectures on Teaching*. (Cambridge University Press; 1881 and 1894.) Chapter XIII of this well-known manual deals with the teaching of History; and in 20 pages of systematic advice it establishes the principles of using textbooks, the importance of chronology (for accuracy), and of biography (for inspiration), and the value of a training in government. Out of date though it is in many places (e.g. in syllabus), its maxims are timeless.

1883-5. HALL, G. STANLEY (ed.). *Methods of . . . History*. (See above, p. 15.)

1891. JAMESON, J. F. *The History of Historical Writing in America*. (Mifflin, Boston; 160 pp.) A study of American historians from 1600 onwards, in four chapters, culminating in a gradual "identification of the writing and teaching classes."

1893. FLINT, ROBERT. *History of the Philosophy of History*. (Blackwood.) This monumental work was planned to be a complete survey of the historiography of England, France, Belgium, Germany, and Switzerland. It is included here pre-eminently for its five introductory chapters, which deal with the Philosophy of History in general and contain a massive refutation of the arguments against a "science of History," together with a summary of the contributions to historical study made by Antiquity, the East, the Jews, Imperial Rome, Christianity, and Arabia.

1894. BERNHEIM, ERNST. *Lehrbuch der Historischen Methode und der Geschichtsphilosophie*. (Leipzig.) The great German work on Scientific Method in History: particularly chapters 1, 3, and 6. (See 1898 below.)

1895. ACTON, LORD. *Inaugural Lecture on the Study of History*. (In *Lectures on Modern History*; Macmillan, 12s. 6d.) One of the greatest pronouncements by an English historian. Its theme is epitomized in the remark: "A man is justly despised who has one opinion in History and another in politics, one for abroad and another at home, one for opposition and another for office." Historical study should advance by working on "problems, not periods," and by "criticism purifying erudition," on a basis of documents (as in Ranke). "We are still at the beginning of the documentary age." As to the use of History, "we must conform to the divine decree by living to shape

the future after the ratified image of the past." (This was criticized by H. C. LEA, in *American Historical Review*, IX, pp. 233-46.) On this basis arose the modern cult of scientific History in England. (See RANDALL, p. 85 below.)

1897. JULIAN, C. *Historiens Français du 19^e Siècle* (Paris.)

1898. LANGLOIS, CH. V., and SEIGNOBOS, CH. *Introduction to the Study of History*. (Trans. G. G. Berry. Duckworth, 7s. 6d.; 1898 and 1925.) The monumental French work on Scientific Method in History, famous for its dictum "No documents, no History." It outlines a complete technique for historical writing (for which it was partly indebted to E. Bernheim's *Lehrbuch der historischen Methode*, Leipzig, 1894), beginning with the posing of a problem, and proceeding through collection of material, interpretation, and arrangement, to the final exposition. A valuable study for all teachers who favour the "source method" of teaching; and also for its appendix on the teaching of History in French secondary schools.

1898. TERRY, C. S. *Position of History in Scottish . . . Education*. (See above, p. 27.)

1899. FOX, GEO. L. *History Teaching in England*. (In *Report of the Committee of Seven on the Teaching of History in Schools*.) (See above, p. 12.)

1899. GUILLAND, A. *L'Allemagne et ses Historiens*. (Paris.)

1900. WITHERS, H. L. *The Teaching of History in England in the Nineteenth Century*. (In *The Teaching of History* (1904); see above, p. 29.) A landmark.

1900. English practice at the end of the nineteenth century is clarified, in all its devotion to "class manage-

ment" and its lack of criteria for approach and content, in the following manuals on *Class Teaching*: J. LANDON, 1894 (Malden; ch. IX, pp. 393-406); A. H. GARLICK, 1896 (Longmans; ch. XIII, pp. 258-76); G. COLLAR and C. W. CROOK, 1900 (Macmillan; ch. X, pp. 181-92).

1901. MAITLAND, F. W. (ed.). *Essays on the Teaching of History*. (Cambridge University Press, 4s. 6d.; xx + 104 pp.) Eight essays, of which the chief are: the Editor's Introduction, Ancient History (W. E. Heitland), Economic History (W. Cunningham), History in School—Aims (W. H. Woodward), History in Schools—Practice (C. H. K. Marten), History Teaching in America (W. J. Ashley). The book is especially valuable to-day as showing History Teaching already "reconsidered" but not "settled."

1904. LANGLOIS, CH. V. *Manuel de Bibliographie Historique*. (Paris.) Part II surveys historical study since the Renaissance.

1909. WATSON, FOSTER. *The Beginnings of the Teaching of Modern Subjects in England*. (Pitman, o.p.; lvi + 555 pp.) The introduction to this pioneer work deals with "general movements leading to the inclusion of modern subjects in English education," from the early days of the Grammar Schools onwards; and Chapter II (pp. 45-88) traces the development of History teaching in England from the Renaissance, when historical facts began to be introduced to elucidate classical allusions, down to the end of the seventeenth century, by way of Polydore Virgil, Blundeville, Camden, the early History chairs, Prideaux, Heylyn, Braithwaite, Raleigh, the Schoolmaster historians, and the great religious Histories. There are appended a list of representative History books down to 1652; and an excursus on the first textbook in Civics in England, the *Anglorum Prælia* of Christopher Ocland (1580).

1910. ROSENBERG, H. *Methodik des Geschichtsunterrichts*. (Breslau). Contains an historical section.
1911. REIM, K. *Methodik des Geschichtsunterrichts*. (Berlin.) An historical section.
1912. ROBINSON, J. H. *The History of History*. (In *The New History*; see above, p. 25.) An engaging summary of the changes in historical outlook, culminating in "History's new ambition to become scientific" in terms of four new aims: source-criticism, truth for its own sake, stress on the common and normal as against the rare and spectacular, and avoidance of preconceived philosophies.
1913. GOOCH, G. P. *History and Historians in the Nineteenth Century*. (Longmans, 15s.; 1913; 600 pp.) A monumental work on the historians of (primarily) Germany, France, England, and the United States, with chapters on special fields of study (Greece, Rome, The Jews, The East, The Catholic Church).
1913. TREVELYAN, G. M. *Clio: a Muse*. (Longmans, 12s. 6d.) This fascinating essay refutes the claim of History to be considered a Science (since History lacks direct practical utility and does not warrant deduction of laws of cause and effect), but insists on its profound educational value. While "there is no 'verdict of history' other than the private opinion of the individual," History "can educate the minds of men by causing them to reflect upon the past" in several ways. It can train in us "a just view of political problems," and "teach a man to see his own age . . . in proper perspective as one among other ages." The argument is rounded off by a survey of English historical writing from Clarendon to the successors of Macaulay.
1915. JOHNSON, H. *The Teaching of History*. Two chapters. (See above, p. 23.)

1915. RUSSELL, WM. F. *The Early Teaching of History in the Secondary Schools of New York and Massachusetts*. (McKinley Publishing Co., Philadelphia; 1915; 35 pp. qto.) A valuable piece of research in highly condensed form. It discusses the reasons for the development of History teaching after 1825 (moral, religious, patriotic, internationalist, disciplinarian, civic, and for leisure); early methods (lecture, textbook by rote, catechism); devices and aids (questions, topical outlines, reference reading, notebooks, maps, black-board, charts); the progress revealed by 6 editions of C. A. Goodrich's *History of the U.S.A.*; and progressive tendencies such as the giving scope for pupil's initiative and interest. There is an appendix of History textbooks (English and American) published prior to 1860, and an acknowledgment to C. A. JACQUITH, *The Development of History Teaching in the U.S. up to the Civil War* (University of Chicago Press).
1916. WOODBRIDGE, T. J. E. *The Purpose of History*. (Columbia University Press, 7s. 6d.; 1916.) One of the best introductions to the Philosophy of History.
1922. REISNER, E. H. *Nationalism and Education since 1789*. (Macmillan, 13s.; xiii + 575 pp.) An exhaustive study and critique, covering France, Prussia, England, and U.S.A. Primarily a study in comparative education at large, but the concluding chapter, on the Development of a National Consciousness in Education, has an important bearing on the teaching of History for national and international purposes. There is a full index.
1923. BOARD OF EDUCATION. *Educational Pamphlet 37*. An historical section. (See above, p. 36.)
1923. FINDLAY, J. J. *History and its Place in*

Education. Opens with a brief account of the development of History teaching. (See above, p. 13.)

1927. *L'Histoire dans l'enseignement en France du 17^e siècle à nos jours.* (In *L'Enseignement Public*, Paris; vol. 91; pp. 371-9.) (See below, p. 58.)

1928. GOULD, F. J. *Transformations in History Teaching.* (In *History* for October, 1928.) A most helpful analysis, covering briefly the teaching in England since 1871, illustrated by reference to successive class-books from L. Schmitz, through J. R. Green, Traill, and others, down to date. The article stresses the internationalized History taught to-day, and gives a typical scheme for relating "World History" to "Motherland History."

1930. COLLINGWOOD, R. G. *The Philosophy of History.* (Historical Association Leaflet 79; Bell, 1s.; 16 pp.) This stimulating pamphlet argues that, if there can be a philosophy of History, that philosophy is itself a part of history and is therefore changing. The successive views of History, from classical times until to-day, are sketched and criticized.

1931. HEARNshaw, F. J. C. *The Science of History.* (In the *Outline of Modern Knowledge*; Gollancz, 8s. 6d.; 1,103 pp.) An article which reviews all the important general works on the study of History.

1932. STURMAN, R. H. *The Internal Organization of Boys' Secondary Schools in England during the Middle Decades of the Nineteenth Century.* (Unpublished thesis, University of London.) Section V deals with the teaching of History and Geography as reported to the Schools Enquiry Commission in 1861. The teaching was found to be inadequate, uneducational, and served by bad textbooks. A wider range and scope were urged (by Ruskin and by Johnson of Eton), the "hard

thinking" value of History was stressed (by Robert Lowe), specialization on a period or a person was anticipated (R. H. Quick), and "browsing among books" was advocated (by J. S. Mill). Correlation with Classics (usually taken by the same master) was adequate!

1934. HAPPOLD, F. C. *History and Social Studies*. (In *Year Book of Education*, Evans; pp. 459-68). A short estimate of recent developments in History-teaching in England. The widening of scope to include economic and world History is noted; balanced by the drag of tradition which still keeps "political" history dominant and of set content. The influence of public examinations, and the overcrowding of the curriculum, are shown to be behind present suggestions for a unified course in Social Studies directed towards explaining the world of to-day; and hints are given of the main elements in such a course. Short bibliography.

1935. WORTS, F. R. *The Teaching of History*. Contains an historical summary. (See above, p. 29.)

1936. RANDALL, H. J. *The Passing of the Great Historians*. (In *History in the Open Air*, Allen & Unwin, 4s. 6d.) A lament for the loss of our narrative historians. "We have passed from the age of the historians into the age of the monographers," with Lord Acton's *Inaugural Lecture* of 1895 (see above, p. 43) as the critical point. The essay denies the distinction between "scientific" and "literary" History, and pleads for a synthesis of the monographers' work by a new generation of narrative historians.

1936. SHROPSHIRE, O. E. *Teaching of History in English Schools*. A partly historical treatment. (See above, p. 26.)

IV. THE TEACHING OF HISTORY ABROAD, AND IN BRITISH DOMINIONS

Note.—The lists below give the more accessible sources of information. For current developments, reference can be made to the *Annual Reports* of the Ministries of Education in the various countries, and to the *Reports* of the Directors of Education for other parts of the British Empire. A list of these authorities is to be found in the *Year Book of Education* for 1933 (London: Evans).

(a) BRITISH DOMINIONS

AUSTRALIA

COLE, P. R. *The Primary School Curriculum in Australia*. (Melbourne University Press; Oxford University Press, 10s.; 1932.) Pp. 168–73 deal with History, distinguishing the treatment of History and Civics in the several States, and outlining (Grades 1 to 7) the syllabuses in Scripture, Morals, Civics, and History. Australian and English History are taught: e.g. Grades 1 and 2, Biographies; Grade 3, Continuation, and Local History; Grades 4 and 6, Australian History and British; Grade 7, British Empire.

HOY, A. *Teaching of History and Civics in Victorian Secondary Schools*. (Melbourne University Press; Milford, 2s. 6d.; 1934; 78 pp.) Contains also an appendix on Promoting International Understanding, by W. D. FORSYTH.

~~SOUTH~~ AUSTRALIA EDUCATION DEPARTMENT. *The Course of Instruction for the Primary Schools*. (H. Weir, Adelaide, 2s.; 1930.) Pp. 24–8 outline the syllabus in "Morals, Citizenship, and

History" from Grade 1 (age 6) to Grade 7 (age 13). Grades 1 and 2, Stories and Fables with a moral purpose; Grade 3, Stories from British History; Grades 4 and 5 Australian Exploration and Stories from British History; Grade 6, Australian Expansion and Government, British History based on 22 biographies from Cæsar to Gordon; Grade 7, British and Imperial History.

SOUTH AUSTRALIA EDUCATION DEPARTMENT. *Courses of Study for High Schools.* (H. Weir, Adelaide, 2s.; 1929.) Pp. 23-8 give the syllabus in History (5 years). First year—British History to the Armada, and Early Australia; Second year—British 1603 to 1745, Australian continued; Third year—British to 1603 or from 1603, Australian Exploration, European cities; Fourth year—Britain, Tudors and Stuarts or from 1485 to 1914; Fifth year—Political Ideas, European 1789-1914, The Australian Nation. *N.B.*—There is also (p. 104) an Economic History course for fourth year.

WESTERN AUSTRALIA EDUCATION DEPARTMENT. *The Curriculum for Primary Schools.* (F. W. Simpson, Perth; 1936.) History (pp. 136-44): discusses the (revised) syllabus in terms of "Laws of Continuity, Impermanence and Interdependence, Democracy, Free Consent and Moral Progress"; outlines the course (Intermediate—biographies, explorers; Senior—"significant events in chronological sequence," stressing social life, Australian and English; classes 3-6).

CANADA

ALBERTA EDUCATION DEPARTMENT. *Programme of Studies for Secondary Schools.* (McLean, Edmonton: yearly.) History: first year, Ancient and Mediæval History; Second year, British History from

1485; Third year, Canadian History and Civics, and Elementary Economics; Fourth year, Modern European, and English Constitutional History. (All on prescribed texts.)

BRITISH COLUMBIA DEPARTMENT OF EDUCATION. *Programme of Studies for the Junior High Schools*. (C. F. Banfield, Victoria, B.C.; 1932.) Pp. 21-48 deal with Social Studies, a unified course in Geography, History, and Citizenship, for Grades 7-9. Grade 7, Development of the Americas 1492-1763, and Canada 1763-1873; Grade 8, Canada 1873 to date, and British Empire (including all English History); Grade 9, The British Empire, and High School Grade 9 course (q.v. below) or Social and Economic Relations. Syllabuses and books prescribed: lists.

BRITISH COLUMBIA DEPARTMENT OF EDUCATION. *Programme of Studies for the High Schools*. (C. F. Banfield, Victoria, B.C.; 1936.) A unified Social Studies course as above, with full lists of prescribed books. Grade 9, A: British Empire, Canadian Government, and Vocational Guidance or Canadian Biography; B: World History to end of Hellenistic Civilization. Grade 10, A: Rome, and Mediæval Europe; B: Later Mediæval and Renaissance, and Reformation Europe. Grade 11, A: British, European, and Colonial Development from 1500 to 1830; B: European and Imperial (including economic) History in nineteenth century. Grade 12 (Matriculation), A: General History since 1870; B: Canada, historical, economic, and social.

MANITOBA ADVISORY BOARD. *School Curriculum and Teacher's Guide*. (Revised to 1935.) Pp. 243-50 deal with History, covering content of syllabus for Grades 4 to 6, with practical hints on method, and suggestions for a one-roomed rural school. (Grade 4,

The District, Primitive People, Changes in Living. Grade 5, Early Canada, Western Explorers, World History. Grade 6, Canada from 1759, Canadian Citizenship, English History.) See also *Manitoba Programme of Studies for 1935* (pp. 46-56).

NOVA SCOTIA DEPARTMENT OF EDUCATION. *Handbook to the Course of Study*. (Nova Scotia School Book Bureau, Halifax, \$1; 1935.) History (Grades 3 to 12) is dealt with in pp. 183-218, covering content, procedure, and detailed syllabus in each grade, with copious practical hints for the teacher throughout. "Begin at the beginning—with the personal experiences of the pupils. . . ." And see below.

ONTARIO DEPARTMENT OF EDUCATION. *Courses of Study and Examinations*. (1934.) Covers high, collegiate, and continuation schools. Pp. 16, 51, 70 deal with History. Lower School—British History with some Geography, emphasis on period since 1558. Middle School—Canadian History and Ancient History (Greece and Rome) with some Geography. Upper School—Modern World History since 1789. Books prescribed.

QUEBEC DEPARTMENT OF EDUCATION. *Memo-randa for Teachers, Protestant Schools*. (1934.) Covers elementary, intermediate, and high schools. History occupies pp. 25-36. Aims—debt of present to past, ethical values, social values, "healthy nationalism and reasonable internationalism." Grade 8, British History from Celts to date. Grade 9, History of Canada. Grade 10, West's "World Progress," first half. Grade 11, West, last half. Books prescribed.

SASKATCHEWAN DEPARTMENT OF EDUCATION. *Public Schools Curriculum, Grades 1 to 8*. (R. S. Garrett, Regina; 1931.) History occupies pp. 108-24. Detailed statement of (ten) aims, copious hints on

methods and faults. Grades 1 and 2, study of special days, celebrations, etc. Grade 3, pioneer life in Saskatchewan. Grade 4, stories from different lands (aim—enjoyment of History). Grade 5, stories, Canadian, with connected thread. Grade 6, Early Britain, Feudal England, French in Canada. Grade 7, Growth of British Liberty, and of Canadian Federation. Grade 8, Culmination of British and Canadian, and British Commonwealth. A list of over 100 historical novels is appended.

Note.—The Saskatchewan *High School Course* (T. H. McConica, Regina, 1935) provides in History for Grade 9, Canadian History and 20 biographies from World History. Grade 10, British History to 1558. Grade 11, Canadian History and West's "World Progress." Grade 12, West's "World Progress." Current Events also figure in each Grade. Books prescribed.

INDIA

GOULD, F. J. *History the Teacher* (1921).
(See above, p. 14.)

SOUTH AFRICA

CAPE OF GOOD HOPE DEPARTMENT OF PUBLIC EDUCATION. *Secondary School Courses*. (Pretoria; 1934.) There are two courses in History (pp. 27 ff.): one (for early leavers) covers General History to Fall of Roman Empire, European from Renaissance to the eighteenth-century Wars, and South African History to 1771; the other, South African History, and General History from French Revolution to League of Nations.

CAPETOWN DEPARTMENT OF PUBLIC EDUCATION. *The Native Primary School: Suggestions for the Consideration of Teachers*. (Cape Times, Ltd.;

1929.) Chapter 13 (pp. 224-41) deals with the teaching of History, and its detailed general advice is of great value to teachers in native schools in any part of the world, though of course the Syllabus sketched here applies only to South Africa. The general aims (following Lavissee) are "to implant and develop the love of truth and fairness [especially as the schools are racially mixed] and to train up good citizens for the future." The syllabus proposed is briefly as follows: Standards 1 to 3 (taught together), Stories of Great Men and Great Deeds, oral and vivid, concretely illustrated, selected from all ages and places with no fixed chronology: examples cited. Standard 4, a continuous narrative of stories from South African History, based on native and local. Standard 5 (concentric), the same ground covered more organically, bringing out the threads contributed by each new European arrival, and illustrated and revised by charts. Standard 6, a sketch of world history through carefully selected topics (details in appendix, together with charts connecting the Ancient Empires with the British).

HATTERSLEY, A. F. *History in South African Schools*. (In *History* for October, 1918.)

HATTERSLEY, A. F. *History Teaching in Schools: A Manual for Teachers in South Africa*. (Longmans, 5s.; 1935; viii + 150 pp.) An all-round survey of aims and methods, trenchantly written. Includes chapters on Charts, Sources, Illustrations, and Correlation; and valuable for *all* teachers, apart from its special application to South African schools.

SOUTHERN RHODESIA EDUCATION DEPARTMENT. *Courses of Primary Instruction in Schools for European Children*. (Argus Co., Salisbury; 1924; History—pp. 33-7.) Standards 1 and 2, Stories of Primitive Man, and Biographies from World History;

Standard 3, British Biographies to 1066, and Early African Exploration; Standard 4, British History 1066-1485, and South African Biographies; Standard 5, Britain 1485-1688, and South Africa and Rhodesia, 1486-1820; Standard 6, Britain 1688 to to-day, South Africa and Rhodesia 1820 to to-day.

TRANSVAAL EDUCATION DEPARTMENT. *Primary Schools for White Children*. (Pretoria; 1923; History Courses—pp. 33-6.) There are two schemes. A—Third Year, South African stories; Fourth Year, South Africa 1486-1828, and stories from British; Fifth Year, British and General History to 1558; Sixth Year, South Africa 1828-92, and British 1558-1901. B—Third Year, South Africa 1486-1815, British to 1603 (stories); Fourth Year, South Africa 1815-92, British 1603-1901 (stories); Fifth Year, South Africa 1652-1828, Empire and General History, sixteenth and seventeenth centuries; Sixth Year, South Africa 1828-92.

Note.—The same authority also publishes the *Courses for Country Schools* (1927; History—pp. 32-5), and *Handbooks* for Junior and for Secondary School Certificates (1934; History—*passim*). All 1s. each.

(b) FOREIGN COUNTRIES

BELGIUM

WOODS, M. E. *Report on the Teaching of History in the Schools of Germany and Belgium*. (Macmillan; 1902; 69 pp.)

FRANCE

ADAMSON, J. W. *The Practice of Instruction* (1912). Part II, Section IV, contains a useful outline of History teaching in France just prior to 1914. (See above, p. 9.)

BOARD OF EDUCATION. *Special Reports*. (See above, p. 32.)

Vol. 18 (1907) pp. 20-6. *History Syllabus in French Higher Primary Schools*. First Year, French History 1600-1789; Second Year, French History 1789 to date; Third Year, General History from 1789.

Vol. 24 (1911), pp. 20 ff., 54 ff. *History Syllabus in French Secondary Schools*. Juniors, Anecdotes and biographical stories; Class 8, French History to 1610; Class 7, to 1871; Class 6, Ancient History; Class 5, Middle Ages; Class 4, Modern History; Class 3, Contemporary History; together with alternative syllabuses. *Note*.—Pp. 136-8, text of Instructions to Teachers (21 March, 1908) on method: dictation (of all but summaries) "forbidden", note-taking in early stages discouraged, written exercises expected "at least once or twice a term", etc.

HASKINS, C. H. *History in the French Lycées*. (In *Report of the Committee of Seven*, 1899.) (See above, p. 12.)

KANDEL, I. L. *Comparative Education* (1933). (See below, p. 59.) Concise references to History in French primary schools, including the efforts of teachers in 1926 to secure the removal of nationalist bias from textbooks—"French patriotism has nothing to fear from truth"; and to methodology (pp. 413, 688 ff.). See also *L'Enseignement Public*, p. 58 below.

LANGLOIS, CH. V., and SEIGNOBOS, CH. *The Secondary Teaching of History in France*. This is Appendix A to their *Study of History* (1898). (See above, p. 44.)

LAVISSE, E. *L'Enseignement de l'Histoire à l'École Primaire*. (Colin; 1913; 32 pp.)

LEMONNIER, H. Same title. (Paris ; 1889.)

MITARD, M. *Le rôle de l'enseignement historique*. (In *L'Enseignement Public*, Paris ; vol. 91, pp. 371-88 ; 1927.) Traces the development of History teaching in French Colleges, central schools, and lycées since 1610, and in secondary and primary schools since 1870. Proceeds then to discuss the place of History in French national education, as helping to show "l'évolution humaine vers le progrès et la justice" : an ideal which the author hesitates to adopt in a world full of "revanche."

PIZARD, A. *L'histoire dans l'enseignement primaire*. (Paris ; 1894.)

POMOT, H. *L'Enseignement de l'Histoire à l'École primaire*. (In *L'Enseignement Public*, Paris ; vol. 90, pp. 295-305 ; 1927.) A plea that, while the instruction may have to remain largely oral and narrative, the method should be scrupulously careful to *lead up to* conclusions. Examples given—Feudalism, etc.

GERMANY

DODGE, EVA. *Teaching of History in Girls' Schools in North and Central Germany*. (Manchester ; 1908.) Details, including actual lessons.

FRIENDS OF EUROPE. *A Nazi History Textbook : Pamphlet No. XI* (3d. ; 1934 ; 19 pp. Foreword by Ernest Barker). A description (with quotations) of Herr von Fikenscher's *Aufbruch der Nation*, a class-book for German children that meets the needs of National Socialism, covering the period 1914-33 and making full use of the subtleties of indoctrination. The pamphlet declares that in Germany "this type of teaching is now [1934] nation-wide."

GALLANDT, JULIUS. *Ein Beitrag zur Geschichte des Geschichts-Unterrichts im Zeitalter der deutschen Aufklärung*. (Berlin; 1900.) German History teaching in the eighteenth century.

HALL, G. STANLEY (ed.). *Methods of Teaching and Studying History* (1885). Contains a list of German works on the subject down to 1885. (See above, p. 15.)

JAËGER, O. *The Teaching of History*. (Trans. H. J. CHAYTOR.) (Blackwell, o.p.; 1908; xxiv + 228 pp.) "A picture of the ordinary method of teaching History in Prussian schools, both classical and modern."

KANDEL, I. L. *Comparative Education*. (Harrap, 15s.; 1933; xxvi + 922 pp.) Contains concise references to teaching of History in Weimar Germany, after 1918, clarified by the Decree of 28 May, 1927 (p. 445), and putting German History in its world setting (p. 735), including League of Nations teaching.

REIM, K. *Methodik des Geschichtsunterrichts*. (Berlin; 1911.)

REISNER, E. H. *Nationalism and Education since 1789* (1922). (See above, p. 47.)

ROSENBERG, H. *Methodik des Geschichtsunterrichts*. (Breslau; 1910.) (See above, p. 46.)

SALMON, L. A. *History in the German Gymnasia*. (In *Report of Committee of Seven*, 1899.) (See above, p. 12.)

TEACHERS' COLLEGE COLUMBIA. *Year Book*, 1934. Has useful sections on History teaching in Nazi Germany (pp. 454-9, 480-9). Deals with the aims—national pride and racial or blood purity; outlines the syllabus—struggle against enemies, disgrace of Versailles, collapse of the Liberal-Marxist philosophy, proportion of Germans living outside Germany—all in terms of Hitler's *Mein Kampf*, p. 468; and quotes in

full (transl.) the Prussian Decree of 20 July, 1933, on History textbooks.

WITHERS, H. L. *Teaching of History* (1904). (See above, p. 29.) Gives (pp. 113-17) an outline of the Prussian 9-year secondary school History course.

WOODS, M. E. *Report on the Teaching of History in the Schools of Germany and Belgium*. (Macmillan, o.p.; 1902; 69 pp.)

ITALY

DEGANI, M. A. *Some Aspects of Italian Education, with special reference to the teaching of History and of the Mother Tongue*. (Maria Grey Training College, N.W.6, 1s.; 1904; 60 pp.) The study of History teaching (chapter 3, pp. 34-45) covers elementary and secondary schools of all kinds. Elementary Schools: Class 3, stories from Italian History; Classes 4 and 5, Italy from foundation of Rome to date (early part questioned by some teachers as too difficult). Complementary School: First Year, foundation of Rome to A.D. 774; Second Year, to 1559; Third Year, 1559 to date; all coördinated with Geography; three hours a week. Training College for Elementary Teachers adds Universal History (Scuola Normale). Technical Schools: Three years on Italian History from the foundation of Rome, with a vocational bias in selection of subject-matter (according to Instructions of 1867). Note-taking forbidden in lower schools; lessons based chiefly on textbooks.

KANDEL, I. L. *Comparative Education* (1933). Has a brief reference to History teaching in Italy under Mussolini (p. 470).

RUSSIA

KING, BEATRICE. *Changing Man*. (Gollancz, 10s. 6d.; 1936; 319 pp.) This study of the Soviet Educational

System outlines the curriculum of the Ten-year School. History (p. 163) begins in Class 5 (Decree of May, 1934). Class 5, Ancient History, from Primitive Man to Greece. Class 6, Roman and European History to Crusades. Class 7, Middle Ages, and up to English Revolution. Class 8-10, Industrial and French Revolutions, Modern History, Modern Russian History.

UNITED STATES

ASHLEY, W. J. *The Teaching of History in America*. (In F. W. MAITLAND, *Essays on the Teaching of History*, Cambridge University Press, 1901.)

BLISS, W. F. *History in the Elementary Schools* (1911). (See above, p. 11.)

BOURNE, H. E. *Teaching of History and Civics* (1902). (See above, p. 12.)

FOX, D. R. *Americanizing American History*. (In *History* for January, 1929.)

HINSDALE, B. A. *How to Study and Teach History*. (Appleton; 1894; xxii + 346 pp.) A pioneer work of History teaching in U.S.A.

HIRSCHFIELD, D. *Report on Pro-British History Textbooks in . . . New York*. (Brown; 1923; 75 pp.)

JAMESON, J. F. *History of Historical Writing in America* (1891). (See above, p. 43.)

JOHNSON, H. *Teaching of History* (1915). (See above, p. 23.)

KENDALL, C. N., and STRYKER, F. B. *History in the Elementary School*. (Mifflin, Boston; 1918).

KLAPPER, P. *Teaching of History* (1926). (See above, p. 23.)

McMURRY, C. A. *Special Method in History* (1903 and 1926). (See above, p. 24.)

OLIVER, J. W. *Local History in the U.S.A.* (In *History* for April, 1927.) An article explaining the privileged position of Local History in America, where there is strict supervision by the State Historical Societies, leadership by prominent local men, direct support from State Governments, special buildings, and a regular issue of four kinds of publications—Collections, State Papers, Biographical Studies, Special Studies. In some State elementary schools Local History is compulsory.

OSBURN, W. J. *Are We Making Good at Teaching History?* (1926). An American inquiry. (See above, p. 25.)

RUSSELL, W. F. *Early Teaching of History in New York and Massachusetts* (1915). (See above, p. 47.)

TRYON, R. M. *Teaching of History* (1921). Contains, chapter by chapter, admirable detailed bibliographies on the teaching of History in U.S.A. (See above, p. 27.)

U.S.A. COMMITTEE *Reports*. Committee of Ten (1892), Committee of 15 and Committee of 12 (1895), Committee of Seven (1899), Committee of Five (1907), and Committee of Eight (1909). The findings of these are summarized in H. JOHNSON, *The Teaching of History*, 1915. (See above, p. 23.)

WAYLAND, J. W. *How to Teach American History*. (Macmillan, o.p.; 1914; x + 349 pp.) An all-round study for American teachers. Covers every aspect of the subject, and has good bibliographies (especially on correlation, class-books in the various States, teachers' books, source books) and model lessons.

V. HISTORY TEACHING AND CITIZENSHIP

ARCHER, R. L. (ed.). *Scheme for a First Course in General History* (1925). Contains in detail a Civics syllabus. (See above, p. 10.)

ASSOCIATION FOR EDUCATION IN CITIZENSHIP. *Education for Citizenship in Secondary Schools*. (Oxford University Press, 4s. 6d.; 1935; x + 263 pp.) The main part of this compact handbook deals with methods of teaching the various Arts subjects in the curriculum. History is dealt with by Phyllis Doyle, of Avery Hill Training College (pp. 41-64). The concept of "citizenship" is the widest possible; dangers and difficulties in the teaching are discussed frankly; and the argument is illustrated by actual syllabuses in which History is used—both directly and indirectly—to produce in the pupil "some knowledge and appreciation of his own social order, of the world order, of his responsibilities and privileges, his rights and duties therein, an optimistic yet balanced view of the possibilities of the situation."

BOARD OF EDUCATION. *Educational Pamphlet 37* (1923). (See above, p. 36.)

BOURNE, H. E. *Teaching of History and Civics* (1902). Chapters 6 and 20 deal with Civics. (See above, p. 12.)

CLARKE, F. *Foundations of History Teaching* (1929). (See above, p. 30.)

DRUMMOND, H. A. *History in School* (1929). (See above, p. 31.)

FIRTH, C. B. *The Learning of History* (1929). (See above, p. 14.)

FITCH, J. G. *Lectures on Teaching* (1881). (See above, p. 42.)

GOOCH, G. P. *History as a Training in Citizenship*. (In *New Era* for April, 1930, pp. 66-72.)

HISTORY for June, 1937. Syllabus. (See below, p. 96.)

HOY, A. *Teaching of History and Civics* (1934). (See above, p. 50.)

KLAPPER, P. *Teaching of History* (1926). Has a bibliography on teaching of Civics (chiefly in U.S.A.). (See above, p. 23.)

LONDON COUNTY COUNCIL. *Memoranda on Curriculum: No. 5: History* (1936). Pp. 13-14. (See above, p. 37.)

MADELEY, H. M. *Key to the Citizen's Handbook*. (Blackwell, 2s. 6d.; 1922; x + 46 pp.) The Key is invaluable to teachers conducting courses in Citizenship. Complete, concise, and well indexed. Deals with Local, Central, and International Government. Appends a short list of works of reference.

MADELEY, H. M. *History as a School of Citizenship*. (Oxford University Press, 3s. 6d.; 1920; 106 pp.) A book full of ideas and devices, well known already to most History teachers. It shows how Citizenship (in the most liberal sense of the word) can develop from a History syllabus, and illustrates its theme by citing a Syllabus for a Girls' Secondary School, a Bridgehead Scheme for Form I (biographies from Prehistoric Man to Florence Nightingale), Bridgeheads based on environment (from the Pre-Teutonic peoples to modern central government); there are details of specimen lessons (Battle of Hastings—by tapestry); seventeenth-century religion—by costume; and mediæval village—by Domesday. Dramatic work on masques and pageants

is outlined, and an example of local interest based on a fairy story. It is a book full of inspiration.

MARVIN, F. S. *The Spiritual Values of History*. (In *New Era*, April, 1925, pp. 43-7.)

NOAKES, J. *Report on a Questionnaire on the Teaching of Current Events*. (In *History* for March, 1936.) The questionnaire was issued to History teachers by Examinations Committee of the Historical Association. The answers revealed that 193 schools were in favour of making special provision for the teaching of current events, while 196 were not; that opinion was sharply divided on the desirability of testing such knowledge in the General Schools Examination; and that many and varied methods were in use. The report puts it on record that the "bias bogey" (as an argument against such teaching) is dying. Finally it stresses the inclusion of current events as helping to show that "all History was once contemporary."

O'NEILL, E. F. *Newspaper Study in School*. (In *New Ideals Quarterly*, October, 1933, pp. 107-111).

SHOWAN, P. B. *Citizenship and the School*. (Cambridge University Press, 7s. 6d.; 1923; 180 pp.) A volume in the Cambridge Handbooks for Teachers series. Part I establishes the need for a training in Civics, and the difficulties of including it in the curriculum. Part II outlines a four-year course in Citizenship based on History. Part III deals with Economic Geography, and Part IV with a training in self-government. There is a classified bibliography for the teacher.

TIMES PUBLISHING CO. "*The Times*" in School. (1934; free to teachers; 21 pp.) A suggestive pamphlet that shows how the newspaper can be made an instrument of correlation; for civic purposes among others.

TRYON, R. M. *The Teaching of History* (1921). (See above, p. 27.)

WATSON, F. *Excursus on the First Textbook on Civics in England*. (In *Beginnings of the Teaching of Modern Subjects*. . . .) (See above, p. 45.) This appendix to Chapter II (pp. 79-88) deals with the *Anglorum Prælia* of Christopher Oclard (1580), "the first book published in England intended for school use with a view of definitely giving to the youthful mind due and proper material out of which patriotism might not unreasonably be expected to develop." The Lords of the Privy Council ordered this book to be used in Grammar Schools (1582).

WOOD, H. G. *History Time Charts*. Contains a chart on the development of English Citizenship. (See below, p. 80.)

VI. HISTORY TEACHING AND INTERNATIONALISM

Aids to History Teaching and International Understanding. (In *New Era*, April, 1930, pp. 109-11.) Contains lists of societies and organizations, London museums, bibliographies, etc., dealing with Peace and Internationalism, Posters, Pictures, Postcards.

ARCHER, R. L. (ed.). *Scheme for a First Course in World History* (1925). Introduction. (See above, p. 10.)

BAILEY, S. H. *International Studies in Great Britain.* (Oxford University Press, 10s. 6d.; 1933; xviii + 124 pp.) The first full study of the facilities for, and provision of, the study of International Relations in British schools, universities, training colleges, and in adult education. The survey was based on a questionnaire (given in Appendix 2). A concluding chapter deals with mechanical aids—gramophone, broadcasting, films. Lord Eustace Percy's Introduction echoes the theme of the book: "The fact and the ideal of universal human brotherhood must be the overmastering assumption of all education, whether Christian or merely scientific, and no education which does not make that assumption part of the very air which the child breathes can be worth very much." *Note.*—See also two articles by the same author in the *Year Book of Education*: "The Study of International Relations in Secondary and Higher Education" (1936; pp. 540-74), and "Educational Contact with Peoples of Other Countries" (1937; pp. 836-57).

BARNES, MARY S. *Studies in Historical Method* (1896). Has a section on the teaching of patriotism. (See above, p. 11.)

BELLIOT, M. *History Syllabus for Children of 9 to 10.* (See below, p. 111.)

BOARD OF EDUCATION. *Educational Pamphlet 37* (1923). (See above, p. 36.)

BOARD OF EDUCATION. *Handbook of Suggestions for Teachers* (1927 and 1936). Appendix of 29 pages. (See above, p. 37.)

BOARD OF EDUCATION. *The League of Nations and the Schools: Educational Pamphlet 90.* (His Majesty's Stationery Office, 6d.; 1932; 32 pp.) This official pamphlet resolutely encourages League teaching in the schools, on lines first fully advocated in the Board's *Handbook* of 1927 (see above), both directly for its own sake, and as a climax in the Modern History course. The report is based on an inquiry by H.M. Inspectors among L.E.A.'s and teachers. It describes the administrative action taken by almost all the local authorities to foster League teaching, and summarizes the attitude of the schools as corporate bodies, and of teachers as individuals, together with the actual League teaching in operation (direct and indirect, in school and out of school), the need in Training Colleges [see below, HENSON], the present scope of a League study (extending even to examinations), and finally a survey (Appendix) of the voluntary bodies which are furthering the work, and of continental school journeys.

DAVIES, GWILYM. *International Education in the Schools of Wales, 1922-6.* (Hughes, Wrexham, 3d.; 1926; 25 pp.) The result of an inquiry undertaken by the Welsh School of Social Service and the Central Welsh Board, the object being to ascertain the attitude of Welsh local authorities and teachers, and to prepare syllabuses for the use of teachers who desired to explain the League of Nations in school. The conclusions show 90 per cent. and more of the schools as "alive" in this

matter; and the recommendations stress the key-position of the Training Colleges, as responsible for equipping all their students to teach World History.

DRUMMOND, H. A. *History in School* (1929). Chapter VI. (See above, p. 31.)

FORSYTH, W. D. *The Promotion of International Understanding*. (In A. HOY, *Teaching of History and Civics*.) (See above, p. 50.)

GOULD, F. J. *History the Teacher* (1921). (See above, p. 14.)

GOULD, F. J. *Transformations in History Teaching* (1928). (See above, p. 17.)

HANKIN, G. T. *The International Study of the Problems of History Teaching*. (In *History* for June, 1934.) A report on the Hague (1932) Conference of the International Committee of Historical Sciences.

Note.—The later work of this Committee (on textbook revision, etc.) is fully dealt with in *Bulletin of League of Nations Teaching* for 1936 (2s. 6d.).

HANKIN, G. T., and PENSON, L. M. *The Ninth Assembly of the International Committee of Historical Sciences*. (In *History* for September, 1936.) A well-documented report, indicating the leading publications of the International Committee. (See below.)

HENSON, A. M. H. *The League of Nations in Training Colleges*. (In *New Era*, August, 1931, pp. 271-2.)

Bulletin of the International Committee of Historical Sciences. (Presses Universitaires de France; quarterly; 14s. per year.) An indispensable authority for all interested in the international problems of History teaching. Recent articles include:—

1934-5. An historical bibliography of the Press of various countries. *Note*.—E. G. Hawke,

"The British Newspaper Press," in vol. VII, Part 3 (September, 1935).

1934. Report of Commission on Iconography, in vol. VI, Parts 3 and 4.

There are also (periodically) reports on History teaching in all parts of the world, in elementary and secondary schools.

Quarterly Bulletin of the International Conference on the Teaching of History. (2, Rue de Montpensier, Paris; 1933 onwards.) Has issued lists of textbooks in History in use in various countries.

International Intellectual Co-operation. (International Institute of International Co-operation, 2, Rue de Montpensier, Paris; 2s. 6d. yearly; c. 120 pp.) Includes a yearly survey of the teaching of History and Civics and Current Events in various countries. The chief aim of the Institute is to promote "the creation, gradually perhaps but none the less certainly, of the international outlook." Deals also with international broadcasting and exchange visits. Well indexed.

INTERNATIONAL INSTITUTE OF INTELLECTUAL CO-OPERATION. *School Textbook Revision and International Understanding.* (Allen & Unwin, 7s. 6d. and (paper) 5s.; 2nd ed., 1933; 216 pp.) This useful manual indicates the need for textbook revision; lists the bodies responsible in each country for the choice of schoolbooks; notes books "approved" for use in any country; and constitutes (by implication) a trenchant criticism of public opinion and the factors that make and mar it. (See LEEDS, J. W., below.)

KEATINGE, M. W. *Studies in the Teaching of History* (1910). Chapter on moral training. (See above, p. 23.)

KLAPPER, P. *Teaching of History* (1926). Chapter X. (See above, p. 23.)

LANGDON-DAVIES, J. *Militarism in Education*. (Swarthmore Press, o.p.; 1919; 154 pp.) A warning of the dangers of the "mass mind" and of "indoctrination." Written towards the end of the war, and with Prussianism primarily in mind, but still useful to-day for its chapters on the Teaching of History, on Patriotism, and on Control through the Teacher.

LEAGUE OF NATIONS. *Bulletin of League of Nations Teaching*. (Allen & Unwin, 2s. 6d.; yearly from 1934; c. 200 pp.) Formerly known as the League's *Educational Survey*. A clearing-house for information on what is being done in all countries to help moral disarmament by (among other agencies) modified History teaching. Representative articles are:

- 1933. Peace and the Teaching of History and Geography. (F. Maurette.)
- 1933. Study of International Relations in the Public Schools of the U.S.A. (H. Harper.)
- 1934. Articles on International Education by Gilbert Murray, Jean Piaget, José Castillejo.
- 1934. Report of Advisory Committee on League of Nations Teaching.
- 1935. Suggestions on League of Nations Teaching (J. Piaget), University Teaching of International Relations (J. F. Vranek).
- 1936. Articles on the Teaching of History and Geography; and on Revision of textbooks.

LEAGUE OF NATIONS UNION. *A Short List of Books on International Relations* (1936). Annually: free.

LEAGUE OF NATIONS UNION. *Teachers and World Peace: Pamphlet 114*. (3d.; 1923 and onwards; 36 pp.) A memorandum for the guidance of teachers

who desire to explain in school the origin and principles of the League.

LEAGUE OF NATIONS UNION. *Declaration Concerning the Schools of Britain and the Peace of the World.* (6d.; 1927; 35 pp.) This memorandum is issued jointly by practically all the educational and teachers' associations in Great Britain, urging League teaching in all schools and especially in Training Colleges. It sets out the aim and means of such teaching, supplemented by a brilliant appendix by F. S. Marvin showing historically the reciprocal contribution of all nations to one another's civilization, wherefore "disloyalty to the whole involves disloyalty to every part, including one's own state."

Note.—This is carried into effect in a History class-book for the Senior School, "*The United World*," by S. S. SHERMAN and H. SPAULL (Dent, 1s. 9d.; 1929), on a line-development basis.

LEAGUE OF NATIONS UNION. *Notes for Lessons to Young People: Pamphlet 102.* (6d.; 1923.) On the history of international relations.

LEEDS, JOSEPH W. *Against the Teaching of War in History Textbooks.* (Philadelphia, 1896.) One of the first popular pleas for textbook revision. The Anglo-American Peace Societies had prepared the way by Resolutions on the subject at their annual Congresses earlier (q.v. *Proceedings*, London, 1843; Brussels, 1848; Paris, 1849; Frankfort, 1850; London, 1851); and this little book, though written independently of the Peace Movement, and though its specific examples of biased and nationalist History class-books are now only historical curiosities, remains a landmark.

MAURETTE, F. *Peace and the Teaching of History and Geography.* (In *Bulletin of League of Nation's*

Teaching, vol. 4, No. 2, December, 1933, pp. 157-70.) (See above, p. 71.)

NATIONAL UNION OF TEACHERS. *Education and the League of Nations*. (3d.; 1929; 28 pp.) The report of a joint committee of inquiry into League teaching, representing the ten leading educational associations in Great Britain. It traces the rise of League teaching, and suggests methods and syllabuses for schools and Training Colleges.

PITT, G. *English History with its Wars Left Out*. (Mitcham, privately printed; 1893.) The title is significant. But the book is dry and conventional on what it does treat, and very slight. By contrast one may note E. DOORLY, *England in Her Days of Peace* (Philip, 2s. 6d.; 1920; viii + 254 pp.), an excellent class-book of domestic History, though markedly anti-clerical.

PRUDHOMMEAUX, J. *Enquêtes sur les livres scolaires d'après Guerre*. (Carnegie Endowment for International Peace, o.p.; 1924; 452 pp.) A thorough survey of the History class-books in use in post-war France, Belgium, Germany, Austria, Great Britain, Italy, and Bulgaria. Each chapter has a bibliography of the works considered. The section on Great Britain records the difficulty (from lack of centralization) of ascertaining the policy of history teachers and writers, but reports that Britain is "affranchise de tout esprit d'agression et de conquête," and "ralliée d'enthousiasme à la Société des Nations." Nevertheless English class-books in History show "une ignorance quelque peu aristocratique de l'histoire des autres peuples," and "un esprit insulaire."

Note.—The resolutions of a 1935 Conference of French and German historians on mutual revision of History Textbooks are given in *L'Enseignement Public*, vol. 117. (1936), pp. 392-419.

REISNER, E. H. *Nationalism and Education since 1789*. (Macmillan, 13s.; 1922; xiii + 575 pp.) This is an exhaustive study and critique, covering France, Prussia, England, and the U.S.A. (See above, p. 47.)

SCOTT, J. F. *The Menace of Nationalism in Education*. (Allen & Unwin, 6s. 6d.; 1926; 223 pp.) A disturbing book that reveals the nationalistic bias—latent and overt—to be found in History class-books in use in England, France, Germany, and the U.S.A. There are copious extracts, and the incidental sections on Education and the Problem of World Peace have gained point since the book appeared. (See above, Friends of Europe, p. 58.) While the author anticipates a time when the school curriculum in all countries will have to be “adapted and revised” to help world-understanding, he pays tribute to the steps which are being taken meanwhile. There is a good index.

STOKER, S. *The Schools and International Understanding*. (University of North Carolina Press: Milford, 13s. 6d.; 1933; 243 pp.) This monograph deals chiefly with objective evidence, and suggests that there is “an increasing unity of action and a growing attitude of confidence in the utilization of the schools in a programme of world understanding.” Part I deals with efforts in higher schools and universities, and Part II with lower schools, concentrating on direct League teaching, History textbook revision, and school contacts. Well documented; good bibliography.

“TIMES EDUCATIONAL SUPPLEMENT”. *War in History Teaching*. (11 May, 1929.) A courageous leading article that faces the issues of international understanding squarely.

WEBSTER, C. K. *The Teaching of International History*. (In *History* for July, 1933.) Inaugural Lecture, as Stevenson Professor of International History in the University of London.

VII. PROBLEMS OF HISTORY TEACHING IN THE CLASSROOM

SPECIAL books, chapters, and articles on individual aspects of History teaching in the classroom:

1. ANCIENT HISTORY

Ancient Monuments. A List of Official Inventories and Guide-books. (His Majesty's Stationery Office, free; 1932 onwards; 16 pp.) This is a useful guide for teachers in ancient and in local history. It gives annotated lists of the castles, abbeys, etc., with particulars and prices of the guide-books concerning them, for all parts of Great Britain.

BOARD OF EDUCATION. *Educational Pamphlet 37* (1923). Pp. 27-8. (See above, p. 36.)

BOURNE, H. E. *Teaching of History and Civics* (1902). Chapters 12-14. (See above, p. 12.)

DOBSON, D. P. *The Teaching of Pre-History in Schools.* (Historical Association Leaflet 74; Bell, 1s.; 1928; 16 pp.) This pamphlet establishes the importance of the subject, and shows how it can be treated from two aspects—physical and cultural. It appends a bibliography for the teacher and a list of books suitable for children and for class use.

HEITLAND, W. E. *Teaching of Ancient History.* (In F. W. MAITLAND, *Essays on the Teaching of History*, 1901). (See above, p. 45.)

History Teacher's Magazine. (See above, p. 19.) For the teaching of Greek History: IV, 194 ff., 226 ff., 249 ff.; V, 17 ff., 47 ff., 81 ff., 144 ff., 171 ff. Roman History: V, 209 ff., 239 ff., 323 ff.; VI, 3 ff., 53 ff., 103 ff., 271 ff.

KERSLEY, F. R. *How to Use Biblical Records: A New Approach to the Senior and Central School History Course.* (In *Schoolmaster and Woman Teacher's Chronicle* for 25 October, 1934.) The record of an experiment based on the assumption that the Junior School will have given a groundwork of "stories" of the Ancient World, and aiming at building on this foundation, for still later work on "colonial, modern European, or economic history," by means of a study utilizing Biblical sources alongside modern archaeological discoveries. Six schemes are outlined, and practical hints and exercises are suggested for each, as well as chart-work.

PEERS, SIR C. *History in the Making.* (In *History* for March, 1937.) A fascinating article, showing the value of Archæology to the student and teacher of History.

WITHERS, H. L. *The Teaching of Ancient History.* (In P. A. BARNETT, *Teaching and Organization*, 1892.) (See above, p. 29.)

2. ATLASES

DARBYSHIRE, B. V. *A Concise Historical Atlas for Schools, 1789-1924.* (Bell, 2s.; 1924; 32 pp. quarto.) 108 maps.

HORRABIN, J. F. *An Atlas of European History.* (Gollancz, 3s. 6d.; 1935; 159 pp. octavo.) Covers from second century A.D. onwards, in 70 full-page, black and white maps, 42 devoted to individual countries. Letterpress opposite each map. (See BROWN and COYSH below, p. 106.)

MACMILLAN'S *Historical Atlas of the British Empire.* (Macmillan, 1s. and 1s. 4d.; 1924 and 1929; 20 pp. demy quarto.) Contains 39 black-and-white maps, with charts and date lists.

MUIR, RAMSAY, and PHILIP, E. *Philip's New School Atlas of Universal History*. (Philip, 5s.; 1910, revised 1935; 9 × 11 in.) Is arranged in five sections: Ancient, 9 plates; Mediterranean, 12; States of Europe, 8; British Isles, 12; Expansion of Europe, 15. Contains also an Introduction (with 48 maps) and an index.

MUIR, RAMSAY, PHILIP, G., and McELROY, R. *Philip's Historical Atlas, Mediæval and Modern*. (Philip, 15s.; 1911 and 1927; 9 × 11 in.) This is intended for Sixth Forms. It has an Introduction (with 41 maps and plans) and 96 plates (comprising 229 coloured maps and diagrams), well indexed, and reaching 1927.

PHILIP'S *Intermediate Historical Atlas for Schools*. (Philip, 3s. and 2s.; 1921 and 1933; 7½ × 9 in.) Formerly known as Philip's *Junior Historical Atlas*. Comprises 40 pp. of coloured maps, 8 pp. of letterpress, and an index.

ROBERTSON, SIR C. G., and BARTHOLOMEW, J. E. *Historical Atlas of Modern Europe, 1789-1922*. (Oxford University Press, 7s. 6d.; 1924; 42^o pp. quarto.) This contains 30 plates of European History country by country, maps showing the influence of Europe on the rest of the world, and an explanatory introductory text.

SHEPHERD, W. R. *Historical Atlas*. (University of London Press, 22s. 6d.; 1911 and 1924.) Covers the period from Ancient Civilizations to the World War, in 315 maps and diagrams, well indexed.

3. CHARTS AND DIAGRAMS

HAPPOLD, F. C. *The Approach to History* (1928). (See above, p. 32.)

HATTERSLEY, A. F. *History Teaching in Schools* (1935). (See above, p. 55.)

JONES, R. *Historical Diagrams and Time Charts*. (London Teachers' Association, 3d.; 1924; 24 pp.) A stimulating pamphlet setting out the case for and against charts and diagrammatic work, and explaining the best means of using the various forms of chart that have been evolved, with illustrations of Time Lines, Chessboard Charts, Strip Charts, Relationship Charts, Picture Charts, Picture Panels, Civics Diagrams, etc. There is also a note on R. QUINTON, *The Chromatographic Chronicle of English History* (London, 1864).

KNOWLTON, D. C. *Making History Graphic*. (Scribners, 7s. 6d.; 1925; xi + 154 pp.) A stimulating book giving types of students' work in cartoons, diagrams, charts, graphs, and maps. Each example is annotated.

MADELEY, H. M. *Time Charts*. (Historical Association Leaflet: Bell, 1s.; 1920; 23 pp.) The standard monograph on the subject; long since known to most teachers. It explains fully the use of all forms of chart, and has an invaluable section on difficulties and practical hints, with stress on the chart-work of the pupils themselves.

MIDGLEY, C. *The Teaching of History* (1935). Pp. 10-16 deal with work on Wheaton's series *History through Maps and Diagrams*. (See above, p. 24.)

NEWMAN, H. G. *Graphic Charts of British History*. (Pitman, 2s. 6d.; 1930; 36 pp.) "For the student the value lies in making his own chart or diagram, and this book is intended to offer suggestions." There are 32 charts, covering the whole field of British History: 5 political, 7 constitutional, 6 ecclesiastical, 4 colonial, 6 economic, and 4 miscellaneous. The types of chart

are capable of wide application to other topics, and for the teacher the booklet is thus full of ideas.

ROCKLIFF, E. *An Experiment in History Teaching*. (Longmans, o.p.; 1912; viii + 72 pp.) An experiment in charting, designed to "vivify and humanize History, and to bring the boy from the very beginning into direct contact with that in History which is most worth knowing." Accurate knowledge was no less strongly encouraged by the method used; and the ingenious symbolism of the charts appears in the illustrative examples. Two specimens are explained in full: period 1714-21, and period 1697-1702.

TIME CHARTS. The following published sets are available:—

Nelson's History Charts: prepared by F. J. Weaver. Various packets; 1s. 6d. each.

Nisbet's History Time Charts: packet of 8, to use independently or with *Through the Ages* series; 2s.

Wheaton's Social History Charts: designed by S. Heath. 1s. 6d. each (22 × 29 in.); 30s. set of 26.

WILLIAMS, W. T., and McGRADY, S. H. *Practical Exercises in Matriculation History*. (Philip, 5 parts, 10d. each; 1927; 40 pp. each part.) These are exercise- and record-books combined. The maps are given in outline, and the rest of the pages are blank charts, with headings and instructions for their completion. The range of topics well covers the examination syllabus. The 5 parts cover English History to 1485, 1688, 1815, 1914, and European History 1789-1914.

Note.—There is another series by the same authors (same prices), *Practical Exercises in English History*: 4 parts, to 1485, 1688, 1815, 1929.

WOOD, H. G. *History Time Charts: How to Make and Use Them*. (Nisbet, 3s. 6d.; N.D.; viii + 52 pp.) A clear and full, illustrated discussion, graded in scope and difficulty, from the first attempts at representing time on a line, to advanced individual chart-work. There are appended seven examples fully worked out: Stories for young pupils, Norman and Plantagenet period, Development of English Citizenship, Governments of the British Empire, Industrial Revolution, History of English Literature, and British Women through the Ages. These seven charts are related to the seven works in Nisbet's *Through the Ages* series (132 pp. each, 1s. to 1s. 6d. each, 1922-6).

4. CLASS-BOOKS

This section notes those works which contain the following kinds of information: *Lists* of History class-books, hints on the *use* of the textbook, and guides to the use of *particular* class-books and series.

ASSOCIATION FOR EDUCATION IN CITIZENSHIP. *Bibliography of Social Studies*. (Oxford University Press, 3s. 6d.; 1936; xi + 111 pp.) Chapter 3 of this useful bibliography contains annotated and critical lists of History class-books, in two groups: for pupils aged 11-14, and for ages 14-16 (pp. 54-9). The period covered is from 1789 onwards.

ARCHER, R. L. *Scheme for a First Course in General History* (1925). Class-books are considered throughout this syllabus. (See above, p. 10.)

BEALES, A. C. F. *List of History Class-books written by Catholics*. (In *Universe*, August, 1936.)

BURSTALL, S. A. *The Proper Use of the Lecture System and the Textbook*. (Historical Association Leaflet No. 19; 1910.)

DOBSON, D. P. *Teaching of Pre-History in Schools* (1928). (See above, p. 75.) Contains a list of class-books in Ancient History.

DYMOND, D. *Handbook for History Teachers* (1929). (See above, p. 13.) Part II comprises annotated lists of class-books for pupils under 15.

JOHNSON, F. H. *History Courses and Textbooks*. (In *History* for October, 1928.) A letter on the relationship between syllabus and class-book, fully illustrated from the author's own teaching at Barrow-in-Furness.

JOHNSON, H. *Teaching of History* (1915). (See above, p. 23.) Chapters 11-12 discuss the use of the class-book.

KLAPPER, P. *Teaching of History* (1926). (See above, p. 23.) Chapter 15 discusses the use of the class-book.

LONDON COUNTY COUNCIL. *Requisition Lists*. (Revised yearly).

McMURRY, C. A. *Special Method in History* (1903). (See above, p. 24.) Chapter 9 is a list of class-books for American schools, arranged according to grades.

Quarterly Bulletin of INTERNATIONAL CONFERENCE ON THE TEACHING OF HISTORY. (See above, p. 70.)

SCOTT, J. F. *Menace of Nationalism in Education* (1926). (See above, p. 74.)

TEACHER'S BOOKS. The following series, and individual class-books, are accompanied by "Teacher's Books," the function of which is to give suggestions for the use of the class-book(s) concerned, to supplement the material of each chapter, and provide lists of dates and sources, charts, and maps, etc.

- BELL, J. J. *Living History*. Book III. (Philip; 2s. 9d.; 1933.) Covers British History to 1485.
- FIRTH, C. B. (ed.). *History, Junior Course*, and *History, Senior Course*. (Ginn; 1932 and 1933.) Four books and four Teacher's Books in each series. (Teacher's Books 2s. 6d. each.)
- HARTLEY, T. H. *Notes on the "A.L. Helps."* (Arnold, Leeds, 3s. 6d.) (See below, p. 100.)
- WILLIAMS, E. W. *The Kingsway Histories*. (Evans Bros., 2s. 6d.; 1935.) Four books and Teacher's Book.
- MADELEY, H. M. *Key to the Citizen's Handbook* (1931). (See above, p. 64.)
- STRONG, C. F. *To-day through Yesterday*. (University of London Press, 3 vols., 2s. 4d. and 2s. 6d. each; 1935.) Teacher's Book. (See above, p. 34.)
- TRYON, R. M. *Teaching of History* (1921). (See above, p. 27.) Chapter 3 deals with the use of the textbook.
- USILL, H. V. *The Selection and Supply of Textbooks in the British Empire*. (In *Year Book of Education*; Evans; 1934; pp. 687-723.) A complete survey, covering Great Britain (by counties) and all parts of the Empire.
- Note.*—See also MAXWELL, C. R. *The Selection of Textbooks*. (Mifflin, Boston; 1921.)
- WEAVER, F. J., and WHITE, J. A. *List of Textbooks in History for Use in Senior Schools*. (Historical Association Leaflet 99. Bell, 1s.; 1935; 24 pp.) A most welcome annotated list, with full particulars and critiques.
- WILLIAMS, S. A. *Teaching Pupils How to Study* (1918). (See below, p. 88.)

WORTS, F. R. *Teaching of History* (1935). (See above, p. 29.) Chapter XI discusses the use of "text-books and other books."

5. CORRELATION WITH OTHER SUBJECTS

N.B.—See also below, under HANDWORK, DRAMATIZATION, MAPS.

A.M.A. *Memorandum . . .* (1931). (See above, p. 11.)

BRIEGER, P. *The Relations of History, Geography, and Art*. (In *History* for June, 1935.) A well-illustrated study.

COCK, A. A. *Syllabus in War Geography and History* (1916). (See below, p. 112.)

EAST, G. *Historical Geography of Modern Europe*. (Methuen, 15s.; 1935; xx + 480 pp.) A brilliant book, that fills a long-felt want. It is divided into three sections, covering the Geography of Settlement in Europe, and Political and Economic Geography; with an introduction and an epilogue, 58 most illuminating maps, and an exhaustive bibliography and index. For the whole range of school History it is invaluable for the teacher, and it is easy of reference for particular topics.

FAIRGRIEVE, J. *Geography in School*. (University of London Press, 9s.; 1926; New and enlarged Edition 1937; x + 364 pp.) An inspiring book. The History teacher will need particularly Chapters 4 and 5 on the "Grammar of Geography," and, above all, Chapter 6 on "Historical and Political Factors." There is a good bibliography on correlation.

Note.—See also the same author's *Geography and World Power* (University of London Press, 5s.; 1915, revised 1927; viii + 373 pp.), which illustrates his principles.

FINDLAY, J. J. *History and its Place in Education* (1923). (See above, p. 13.) Chapter 4 pleads for an undifferentiated study, in the early years, of History, Literature, and Geography. (See also HAPPOLD, F. C., 1934, p. 49, above.)

GEORGE, H. B. *The Relations of Geography and History*. (Oxford University Press, 5s.; 1901 and 1910; vii + 309 pp.) This pioneer work has an historical arrangement within geographical areas, and chapters on the general principles. It is now out of date in many ways.

HASLUCK, E. L. *Teaching of History* (1920). (See above, p. 15.) Pp. 89-100 deal with correlation of History, Geography, and Literature.

HATTERSLEY, A. F. *History Teaching in Schools* (1935). (See above, p. 55.)

HISTORICAL ASSOCIATION, Liverpool Branch. *Liaison between Primary and Post-primary [History]* (1933). (See above, p. 18.) A short but valuable treatment of "History and Music."

JARVIS, C. H. *Teaching of History* (1917). (See above, p. 22.) Chapter XI discusses the correlation of History and literature.

JOHNSON, H. *Teaching of History* (1915). (See above, p. 23.) Deals with models (Chapter 9), and correlation in general (Chapter 15).

KEATINGE, M. W. *Studies . . .* (1910). (See above, p. 23.) Chapter 9 deals with "History and Poetry."

McMURRY, C. A. *Special Method in History* (1903). (See above, p. 24.) Chapter 7: correlation in general.

O'NEILL, E. F. *Newspaper Study in School* (1933). (See above, p. 65.)

RANDALL, H. J. *History in the Open Air*. (Allen & Unwin, 4s. 6d.; 1936; 164 pp.) A brilliant book, based on the argument that "the face of the country is the most important historical document that we possess", and that "the true life of England is a life of the great spaces and the open air." The chapters on the Old Roads of England, on the Antiquity of the English Village, and on Place Names, are of supreme value not only for the fresh insight they give the teacher ignorant of much geography, but also for the opportunities they reveal for correlation and for local history in the classroom.

SHOWAN, P. B. *Citizenship and the School* (1923). (See above, p. 65.) Part 3 deals with Economic Geography.

THE TIMES. "*The Times*" in School. (See above, p. 65.)

WILLIAMS, T. *The Place of Economic History in the Teaching of History*. (In *History* for June, 1936.) The report of a lively discussion at a joint meeting of the Historical Association and the Economic History Society, opened by Professor Eileen Power.

Note.—Teachers will also be interested in a report on the *Teaching of Economics in Elementary Schools*, by Prof. R. J. HOWRIE, Loughborough College (1936), to be obtained (in typescript) from its author.

WITHERS, H. L. *Teaching of History* (1904). (See above, p. 29.) Contains a correlated syllabus of History, Literature, Geography, and Music.

WOOD, H. G. *History Time Charts*. (See above, p. 80.) Contains a useful chart of the development of English Literature.

6. DALTON PLAN AND INDEPENDENT WORK

BISHOP and ROBINSON. *Practical Map Exercises . . . in European History* (1933). (See below, p. 106.)

BRANOM, M. E. *The Project Method in Education*. (Badger, Boston; 1919; 282 pp.) Chapter XIII deals with the Project Method in History. The writer urges wider, and less "provincial" syllabuses, and greater attention to the present. Three types of project are described: reading History for enjoyment, informational projects, and interpretative problems. A list (pp. 212-13) of modern problems suitable for project work (mostly U.S. History); and a bibliography (p. 275) on the general question of Project Method. A useful book.

DRUMMOND, H. A. *History in School* (1929). (See above, p. 31.) Appendix III gives Specimen Assignments (on the Normans).

DYMOND, D. *Some Suggestions on Individual Work for Children under 15*. (In *New Era*, April, 1930, pp. 97-100.)

FIRTH, C. B. *The Learning of History* (1929). (See above, p. 14.) Chapter 9.

HAPPOLD, C. H. *The Approach to History* (1928). (See above, p. 32.) The whole book.

HARRIS, M. O'BRIEN. *Towards Freedom: The Howard Plan of Individual Time Tables*. (University of London Press, 5s.; 1923; xx + 213 pp.) An inspiring account (organization and work) of the Howard School (Clapton County Girls' School, E.5). Appendix B includes an outline of the History Syllabus and a more detailed description of one part of it, showing how the work proceeds on a basis of individual work on Library and Textbooks, pictorial record cards (early),

written record cards (later), and tutorial periods. The Syllabus is in seven stages: To the fifth century, Europe to 1154, Europe till 1485, Transition till 1685, 1688-1789, Industrial and Political Revolutions till 1848, and Recent Events and Problems. An advanced course follows, of studies in ancient and mediæval civilizations. Samples are appended of the History Cards for stage 5 (1683-1789).

Note.—See also A. J. LYNCH, *The Rise and Progress of the Dalton Plan* (Philip, 3s.; 1926; xii + 164 pp.), and C. W. KIMMINS and B. RENNIE, *The Triumph of the Dalton Plan* (Nicholson & Watson, 6s., o.p.; 1932).

HATTERSLEY, A. F. *History Teaching in Schools* (1935). (See above, p. 55.)

JARVIS, C. H. *Teaching of History* (1917). (See above, p. 22.) Chapter 11.

JOHNSON, H. *Teaching of History* (1915). (See above, p. 23.) Chapter 13.

KLAPPER, P. *Teaching of History* (1926). (See above, p. 23.) Chapter 15.

MIDGLEY, C. (ed.). *Revision Exercises in School History*. (W. and A. K. Johnston; 8 parts, 32 pp. (foolscap) each; 9d. each; 1930.) There are three parts for British History, divided at 1485 and 1714; three for European from 1494, divided at 1713 and 1815; and one for Scottish History, and one for the British Empire. The pages are of a useful form now familiar: printed questions, with blank spaces for answers (of fixed length), and charts and blank maps to be filled in. The aim of the series is to reduce note-taking to a minimum, and to train in accurate individual work.

SHROPSHIRE, O. E. *Teaching of History in English Schools* (1936). (See above, p. 26.) The Appendix

includes (p. 164 ff.) a Dalton Plan syllabus in a Senior Boys' School in East Anglia.

SIDLEY, E. I. *History Assignments under the Dalton Plan*. (Bell, 6d.; 1922; 15 pp.) Discusses the forms of assignment, and the use of books in independent work, with detailed specimens on Henry VIII and Wolsey; Elizabeth, Mary Stuart, and Spain; British India in the eighteenth century; and Early England and the Fall of the Roman Empire.

TOYNE, S. M., and others. *Subjects for History Essay Questions*. (A. Brown, 6, Clifford Street, York, 1s.; 1923; 38 pp.) Prepared by the History staff at St. Peter's School, York. Opens with seven pages on the art of essay-writing: Narrative essays, Problem essays, Reading, Relevancy, Style. The questions which follow are divided into English History (161 q., in four sections, from 1485 to 1603-1715-1815-1914) and European (230 q., from 1494 to 1598-1715-1789-1914).

WILLIAMS, S. A. *Teaching Pupils how to Study, with Special Reference to the Study of History*. (London University unpublished thesis; 1918.) A detailed and profusely illustrated treatment. Investigates the attitude to History of pupils at successive ages; considers exhaustively the use of the class-book; and works out courses of study-lessons for Forms 3-5.

WILLIAMS and McGRADY. *Practical Exercises in Matriculation History* (1927). (See above, p. 79.)

WORTS, F. R. *Teaching of History* (1935). (See above, p. 29.)

7. DRAMATIZATION

BOARD OF EDUCATION. *Handbook of Suggestions for Teachers* (1927 and 1936). (See above, p. 37.)

COMPTON, V., and ANDERTON, J. *History by the Dramatic Method*. (Nisbet, three teacher's books, 1s. 6d. each; 140 pp. each.) Intended "to supply an ever-increasing demand for children's plays." The Teacher's Books are for use with three books of plays (64 pp. each, 6d. each), covering (a) to the introduction of Christianity into England—four plays, (b) to Alfred and the Danes—four plays, and (c) to Harold—three plays. Other books to follow.

FINLAY-JOHNSON, H. *The Dramatic Method of Teaching*. (Nisbet, 3s. 6d.; 1911; 256 pp.) Chapters 2-5 of this famous work deal with History. "It was because the lessons in History could not be so well connected with Nature Study, and therefore lacked the living interest which the other subjects now acquired from Nature, that the historical play in my school came to be evolved." The arduous work, full of pitfalls in perfecting the technique, is frankly related; and full descriptions are given of scenes and costumes, with the text of illustrative plays—original, adapted, and Shakespearean. This book is indispensable for all interested in the dramatic method.

HASLUCK, E. L. *Teaching of History* (1921). Pp. 59-64. (See above, p. 15.)

HUBBARD, E. *The Teaching of History through Dramatic Presentation*. (Sanborn [Chicago]; 1935; xi + 447 pp.) The examples are mostly from American History, but the chapters that deal with the principles of dramatization, and with play-writing by teacher and by pupil, are full of practical value for all teachers.

JARVIS, C. H. *Teaching of History* (1917). Chapter 10. (See above, p. 22.)

KELLY, M. *How to Make a Pageant*. (Pitman, 5s.; 1936; xiii + 129 pp.) A comprehensive account, and

indispensable. It discusses first the nature and conception of a pageant, and then deals with the technique from every angle: writing, decoration, preparatory reading, production, stage and auditorium, casting, costume, make-up, music, and business management. There are book-lists covering costume, place names, travel, hunting, heraldry, music and dancing, etc., as well as general history.

MADELEY, H. M. *History as a School of Citizenship* (1920). (See above, p. 64.)

NUNN, ELSA. *A School Historical Pageant*. (In *New Era*, April, 1930.)

Note.—There are several sets of historical playlets for class use available:—

BRANDON, L. G. *These Normans*. (Dent, 2s.; 1934; 160 pp.) Thirteen short dramatic episodes illustrating social development between 1066 and 1284 in England. Centred in the Hampshire Norman family of Ommonvilles. The episodes are under dates 1067, 1107, 1170, 1172, 1178, 1190, 1198 (three), 1209, 1254 (two), 1284, with a concluding episode (17 pp., in eight parts) on Stokebury Fair.

ELLIOT, MARGARET. *Scenes from Bygone Days: Little Plays of Social History*. (University Tutorial Press; three parts, 6d. each; 1936; 48, 52, 58 pp.) Part I (to 1540): Norman Kitchen, The Solar after Dinner, Travelling, London Tradesmen, Letter Writing, Caxton comes to Supper, Mayday 1510, Stourbridge Fair. Part II (to 1710): A Summer Garden 1560, Farm, Theatre (Globe), An Inn, Long Gallery of a House, Royal Exchange, Stage Coach 1690, A Reception 1710. Part III (to 1900): Coffee House, Bath Society, London Street 1770, Cottage Workers, In the Park 1820, A Railway Journey 1840, The 1851 Exhibition, An 1887 Jubilee Crowd, A Country Garden 1900.

PEACH, L. DU GARDE. *Practical Plays for Stage and Classroom*. (University of London Press, two parts, 1s. 6d. each; 1935-6; pp. 118, 127.) Part I: The Road Makers, Alfred the Great and the Cakes, Canterbury Pilgrims, The First Printer, Strolling Players. Part II: Before the Romans Came, Hadrian Marches, Marching Song of the Sixth Legion, Escape of Lord Nithsdale, The Queen's Ring, Theft of the Crown Jewels. There are directions for production, etc.

8. EXAMINATIONS

(a) *History Testing in the Classroom*

BOARD OF EDUCATION. *Educational Pamphlet 37* (1923). (See above, p. 36.)

BRINKLEY, S. J. *Values of New-Type Examinations in the High Schools*. (In Contributions to Education, No. 61, Teacher's College, Columbia, N.Y.; 1924.) Special reference to History.

GREENFIELD, W. *Rapid Revision Tests in School History*. (University of London Press, two parts: Pupil's Book, 2s., 152 pp.; Teacher's Book, 4s., xxxii + 253 pp.; 1936.) The tests are very comprehensive, and are arranged for convenience under 40 biographical topic-headings, from Julius Cæsar to Tommy Atkins, with six time-charts. The Teacher's Book contains not only the answers (mostly a few words each—rarely more than three lines) but also an Introduction explaining the author's aim, namely, to produce questionnaires suitable for revision, speed-tests, examination, individual work, and composition.

HARRIS, H. L. *Teaching of History* (1930). Chapter 3. (See above, p. 15.)

JOHNSON, H. *Teaching of History* (1915). Chapter 16. (See above, p. 23.)

KLAPPER, P. *Teaching of History* (1926). Chapters 16-17. (See above, p. 23.)

KEATINGE, M. W. *Studies . . .* (1910). Chapter 5. (See above, p. 23.)

TRYON, R. M. *Teaching of History* (1921). Chapters 7 and 8. (See above, p. 27.)

(b) *History in the School Examinations*

Note.—There is a bibliography on Examinations, by Sir P. Hartog, in *Year Book of Education*, 1936, p. 834.

In order to show the development of thought on the General School Examinations, this section is arranged chronologically, from 1918 (the year in which the Examinations began).

1918. SOMERVELL, D. C., and MARTEN, C. H. K. *History Examinations*. (In *History* for January, 1918.) A description at the opening of the new era.

Note.—The discussions among educationists which led to the new Examinations system are admirably summarized in a pamphlet on *Education*, by Sir F. KENYON (Murray, 1s.; 1919; 47 pp.)

1923. BOARD OF EDUCATION. *Educational Pamphlet 37*. (See above, p. 36.) Appendix II lists the periods prescribed by the examining bodies, and Appendix III is a report on the two examinations (General and Higher).

1928. MARTEN, C. H. K. *The School Certificate Examination*. (In *History* for April, 1928.) The record of discussions at Historical Association meetings, noting a gradual rise in the examination standard, an "unaccountable variation" in the standard of marking, a fluctuation in the percentage of "credit" passes from year to year, low marks in History compared with other subjects, a tendency for the prescribed periods to

lengthen, an avoidance of "old" questions by examiners, and a deadening effect of the examination on teachers and pupils. Constructive proposals were also discussed, including (a) one year only of preparation for the examination, (b) a two-part paper, facts and essays respectively, (c) questions wider in scope and less political, (d) Miss Madeley's suggestion for allowing date-lists into the examination room, (e) Mr. Happold's plan. (See below.)

1928. HAPPOLD, F. C. *A New Type of History Question*. (In *History* for July, 1928.) The beginning of an experiment long since famous. Its basis was "to shorten and simplify the part of the paper in which the knowledge of the pupil is tested, and to devote part of it to examining him in his ability to handle in a simple way a body of given material." The illustration was a paper on these lines covering the period 1789-1815, containing eight short passages dealing with Napoleon, on which four questions had to be answered, testing the pupil's power to comprehend, to compare, to correlate, and to utilize sources.

1931. HAPPOLD, F. C. *The Case for Experiment in Examinations*. (In *History* for April, 1931.) Concerns three experiments previously described in a pamphlet circulated by the Historical Association in 1930. These were (a) Examination at 15, and award of the certificate after a further year of "approved study," (b) use of date-lists in the examination room [see above, under 1928], (c) a two-part paper with Part II based on source material. The article asks for suspension of judgment pending trial.

Note.—A report appeared in the July issue, from A. J. WILLIAMS (Bedlington).

1932. HAPPOLD, F. C. *A Salisbury Experiment*. (In *History* for January, 1932.) A report on the third

experiment (c) noted above, carried out in the author's own school. (Bp. Wordsworth's, Salisbury.) The two-part paper (given in full) was allowed by the Oxford Locals Delegacy as an alternative to the usual paper, and the results of two sets of examiners are compared. The experimental paper proved too long, but justified itself as a test of intelligence; and the examiners recommended its continuance. The report urged that in future a further modification might also be tried: a three-part paper, with questions on facts, essay-writing, and documents.

1932. BOARD OF EDUCATION. *The School Certificate Examination*. (His Majesty's Stationery Office, 2s. 6d.; 161 pp.) This is a full report by a panel of investigators set up by the Secondary Schools Examination Council. Part I is a general description of the examination machinery; Part II contains subject reports; and the Appendices include statistics of entrants, passes, examiners with teaching experience (one in three), etc. The report on History (pp. 78-89) is frank in its criticism of obscure and difficult questions, of the scope of the papers, of the cleavage between two ideas—school-leaving and university entrance, etc.; and teachers will have been reassured by the summary of recommendations given on p. 69.

1933. PHILLIPS, T. W. *The System of School Examinations: with Special Reference to the Higher Certificate*. (In *History* for January, 1933.) A valuable analysis, prompting many questions: e.g. the wisdom of "periods," the wisdom of identical periods for English and European History, the value of the Special Subject, the desirability of prescribed books for the Special Subject, the inclusion of Economics and Economic History, and the inequality of standard among the eight examining bodies. On these issues correspondence was invited.

1933. HISTORICAL ASSOCIATION. *Replies of 560 Teachers to a Questionnaire on the Teaching of History.* (6d.; 16 pp.) The 560 replies were a 32 per cent. response. The questions are reproduced, and the answers classified and sampled. They form a useful indication of the trend of opinion: e.g. 60 per cent. preferred an examination *period* to topics, 12 per cent. desired a detailed period, 57 per cent. desired some indication of the *kind* of answer expected by the examiners, 61 per cent. wished for an indication of the knowledge *not* required, 69 per cent. were *against* alternative syllabuses on the same period, 49 per cent. wished for suggestions on books to amplify the work, 49 per cent. were for a one-year course and 36 per cent. for a two-year, 45 per cent. urged a 3-hour paper and 29 per cent. a 2½-hour, the balance of opinion was for more than 10 questions if 6 answers were required, 71 per cent. opposed compulsory questions, etc., etc.

1934. JENKINS, A. E. *History Helps.* (Author: Bank Chambers, Huddersfield; 3s.) Model answers to questions set in the First School Examination. Reduced prices for quantities.

1935. FISHER, M. *The School Certificate Examination: a Modified Paper.* (In *History* for June, 1935.) A paper sponsored by the Manchester Branch of the Historical Association, based on that set by the Northern Universities Joint Matriculation Board in July, 1934. It covers the period 1783-1914, in English and European History. It is urged that there be only one "fact" question in each part of the paper, and that such question be made compulsory, to obviate inequality in marking between "fact" and "essay" answers. The issue of printed booklets to the candidates is also suggested, on the lines of the Northern Universities Geography papers, the spaces indicating the length of the answers required.

1936. HAPPOLD, F. C. *The New History Examinations*. (In *Times Educational Supplement*, 23 May, 1936.) An important article summarizing the progress of reform.

1936. KNEEN, A. L. (of Collegiate School, Liverpool). A long letter (in *History* for June, 1936) analysing and criticizing the questions set since 1931 in the Northern Matriculation History papers, covering the period 1783-1914 (English and European); and advocating, as a way out of the chief difficulties, the "Lines of Development" teaching advocated by M. V. C. Jeffreys. (See above, p. 33.)

1936. MELLOR, G. R. (of Woodhouse School, London, N.12). A letter (in *History* for December, 1936) giving a similar analysis of the London examination (English History, 1815-1914), since 1932.

1936-7. A spirited correspondence in *History* on the strictures on History examinations made in the pamphlet *An Examination of Examinations*, by Sir PHILIP HARTOG and E. C. RHODES (Macmillan, 1s.; 1935). (The particular references are *History*, vol. XXI, pp. 139-47, 243-6, 348-9.)

1937. *History* for June contains (pp. 48-50) a suggested "History and Citizenship" syllabus for the School Certificate Examination, and prints a specimen paper, with notes on the questions (period Industrial Revolution onwards) and their marking.

9. FILMS IN HISTORY TEACHING

CONSITT, F. *The Value of Films in History Teaching*. (Bell, 7s.; 1931; xii + 431 pp.) This report is by now well known and revered; and its *Brief Abstract* (Bell, 1s.; 1931; 47 pp.) more so. The films used, on schools of all kinds all over the country, were "The

People of the Axe," "The People of the Lake," "Roman Britain" (three reels), "Wolfe and Montcalm," "Naval Warfare 1792-1805," and "The World War and After." The aims were to reconstruct the past, oblige the child to think, give him a permanent interest in History, and store his memory. Success was ascertained by informal tests afterwards, the relative merits of the tests being assessed in the report. (The *Abstract* contains illustrations of questions and answers, and statistical tables of results.) The conclusions are stimulating and challenging: e.g. "A short film creates a more permanent impression both of facts and atmosphere than an ordinary lesson"; "a long film is of no more value than a story told by the teacher"; "it is a fallacy that the history teaching film encourages mental passivity."

FIRTH, C. B. *The Use of Films in the Teaching of History*. (In *History* for July, 1932.) A review article on the CONSITT Report (above).

KNOWLTON, D. C., and TILTON, J. W. *Motion Pictures in History Teaching*. (Yale University Press: Milford, 9s.; 1930; x + 182 pp.) Also reviewed in the article by C. B. FIRTH above. The experiment here was in one school only (521 pupils). The conclusions are enthusiastic, hailing the film as bringing at last "the breath of life" into the classroom.

WAUGH, W. T. *History in Moving Pictures*. (In *History* for January, 1927.) An article arising out of a debate reported in an earlier issue (April, 1926). Agrees with the view of Professor Spaulding of Yale, that films, however excellent, "will render obsolete none of the means or methods that have heretofore proved effective," but will rather enrich them.

Note.—Valuable information is to be obtained from Gaumont British Instructional, Ltd., 54, Cleveland

Street, W.1; and British Film Institute, 4, Great Russell Street, W.C.1. For example, descriptive folders of the Gaumont British Instructional films: (a) Laxton (a mediæval village to-day). (b) Modern Germany (1871-1914). (c) British Railways. Others in preparation. Terms on application.

10. HANDWORK

DRUMMOND, H. A. *History in School* (1929). Chapter 10. (See above, p. 31.)

JARVIS, C. H. *Teaching of History* (1917). Chapter 10. (See above, p. 22.)

JOHNSON, H. *Teaching of History* (1915). (See above, p. 23.) Chapter 9 discusses the making of models.

PARKER, F. E. *History and Handwork for Young Children aged 7 to 9*. (Philip, 6s.; 1925; xii + 116 pp.) The standard work on the subject. Profusely illustrated, detailed in its instructions for drawing, cutting out and assembling. Deals with costume, furniture, scrapbooks, doll-making, vehicles, ships, co-operative models and tableaux, friezes. No teacher of History interested in handwork can well do without this book.

STEVINSON, E. *Handwork and Social History*. (Oxford: Clarendon Press, 4s.; 1916; 112 pp.) Another fascinating book, which "endeavours to picture certain scenes from Early and Mediæval History, and to show how these may be reproduced by the children." The nine scenes chosen are Stone Men, Bronze Period Lake Dwellers, Life in a Saxon Village, A Norman Castle (its defence and attack), Life in a Mediæval Town, Mediæval Village Life, Life in a Manor House, Hermitages and Monasteries and Schools, and Mediæval Travel. Each chapter tabulates information for the

teacher as to dress, cookery, weapons, industries, customs, etc., and suggests the practical work.

II. HISTORICAL FICTION

BAKER, E. A., and PACKMAN, J. *Guide to Historical Fiction*. (Routledge, 2nd ed. 1932; 42s.; 643 pp.) A revised and expanded form of the author's *History in Fiction* (1907). Covers all stories that portray the past, arranged both chronologically and geographically; with translations from foreign languages.

DYMOND, D. *Handbook for History Teachers* (1929). (See above, p. 13.)

MANCHESTER PUBLIC LIBRARIES. *History in Story: Select Lists 1935, No. 1*. (Free.) Lists sixteen bibliographies of Historical Fiction, published 1875 onwards.

NELSON, THOS., & SONS. *Historical Fiction*. (14 pp. free.) A Catalogue of all cheap editions of historical novels published by Nelson & Sons, prices 1s. and upwards. The lists are annotated, showing (by centuries) the subject-matter of the books.

NIELD, J. *Guide to Historical Fiction*. (Elkin Mathews, 30s.; 1904, 5th ed. 1929; 424 pp.) An exhaustive bibliography, in a chronological arrangement by centuries, and classified for easy reference.

TEMPERLEY, H. W. V. *Foreign Historical Novels*. (Historical Association Leaflet 70: Bell, 1s.; 1929; 24 pp.) A discursive study of the "seven great historical novelists of the Continent": Hugo, Dumas, Jensen, Jokai, Sienkiewicz, Merckovsky, and Tolstoy; and a list of foreign historical novels classified by country dealt with.

12. ILLUSTRATIONS

ARCHER, R. L. *Teaching of History* (1916). Chapter 3. (See above, p. 10.)

B.B.C. School Broadcast Pamphlets. (See below, p. 115.)

BROWN, C. K. F. *The History Room.* (Historical Association Leaflet 86; Bell, 1s.; 1931; 14 pp.) An extremely suggestive booklet setting out the plan and equipment of a History Room, the use of illustrations and charts, field work, exhibitions, etc.

CATALOGUES. (See below, p. 118.)

CONSTABLE, W. G. *Collections of Historical Portraits in Great Britain.* (Historical Association Leaflet 96; Bell, 1s.; 1934; 24 pp.) The lists, culled from the leading museums and galleries in the country, are divided into portraits proper and other forms of portraiture.

CRADDOCK, E. A. *History we can Touch and Handle.* (In *The Schoolmaster and Woman Teacher's Chronicle*; N.U.T.; Sept. 1936—June 1937). A series of 20 stimulating articles, showing how concrete survivals can help in the teaching of young children.

FIRTH, C. B. *Learning of History* (1929). Chapter 7. (See above, p. 14.)

HASLUCK, E. L. *Teaching of History* (1920). Pp. 103-5. (See above, p. 15.)

HARTLEY, T. H., and HEHIR, J. A. B. *Notes on the "A.L." History Helps.* (E. J. Arnold, Leeds, four parts, 1s. 6d. each; c. 110 pp. each.) These four teacher's books (divided at 1485, 1603, 1714) are for use with the "A.L." *History Helps* (Arnold, 1s. 6d. the set), a set of 32 gummed and perforated sheets each containing six black-and-white historical pictures,

size $3\frac{1}{2} \times 3$ in., including maps and diagrams, for use with classes aged 10–11. The 192 pictures cover the whole of British and Imperial History, and can be used to supplement (or to supersede) a classbook, or to liven the pupil's notebook.

HATTERSLEY, A. F. *History Teaching in Schools* (1935). (See above, p. 55.)

JARVIS, C. H. *Teaching of History* (1917). Chapter 12. (See above, p. 22.)

JOHNSON, H. *Teaching of History* (1915). Chapter 9 discusses the use of illustrations; and Appendix III gives a list. (See above, p. 23.)

KEATINGE, M. W. *Studies . . .* (1910). Chapter 6. (See above, p. 23.)

A List of Illustrations for Use in History Teaching in Schools. (Historical Association Leaflet 82: Bell, 1s.; 1930; 32 pp.) "Listening and reading are not enough; the pupil must also look and observe." This pamphlet solves the problem of finding good material cheaply. It includes apparatus (epidiascope, lantern), portraits, slides, pictures, postcards, maps, diagrams, all classified by subject and century, and with full particulars of publishers, prices, conditions of loan, etc. Indispensable for all teachers.

MIDGLEY, C. *Teaching of History* (1935). Pp. 10–16. (See above, p. 24.)

Pictorial Education. (Evans Bros., 1s. monthly.) Too well known and valued to need commentary.

13. LIBRARY WORK IN HISTORY

Note.—See also the two preceding sections 11 and 12, and BIBLIOGRAPHIES below, p. 116.

ARCHER, R. L. (ed.). *Scheme for a First Course in General History* (1925). Contains lists of books suitable for School Library. (See above, p. 10.)

BOARD OF EDUCATION. *Books in Elementary Schools*. (His Majesty's Stationery Office, 1s. 3d.; 1928; xxi + 162 pp.) Valuable guidance on supply and conduct of School Libraries.

BOARD OF EDUCATION. *Educational Pamphlet 37* (1923). Pp. 40-44. (See above, p. 36.)

CANT, MONICA. *School and College Library Practice*. (Allen & Unwin, 5s.; 1936; 144 pp.) A useful manual that has long been needed. Full of practical (and tested) advice on Library Equipment, Committee, Basic Stock, Book selection, cataloguing, classification, terms of borrowing, binding, and co-operation between libraries. In the important matter of classification, the system common to Public Libraries is advocated and explained (Dewey Decimal System), except where special circumstances suggest other systems (illustrated here by that of Cheltenham). It is on this problem, and on kindred *technical* matters such as *cataloguing*, that the book's advice should be adopted as *standard*.

DYMOND, D. *Handbook for History Teachers* (1929). (See above, p. 13.)

FINDLAY, J. J. *History and its Place in Education* (1923). Pp. 100-7. (See above, p. 13.)

HASLUCK, E. L. *Teaching of History* (1920). Pp. 100-7. (See above, p. 15.)

JOHNSON, H. *Teaching of History* (1915). Chapter 13. (See above, p. 23.)

LONDON COUNTY COUNCIL. *Development of Education in Public Elementary Schools: Memorandum No. 4: School Libraries*. No. 228. (3d.)

LONDON COUNTY COUNCIL. *School Libraries*: No. 2382. (6d.; 1925.) An account of the development of library activities in the London Elementary Service.

NORRISH, P. L. *A Library Experiment in History Teaching*. (In *Education Outlook*, 1932, pp. 67-70.)

TRYON, R. M. *Teaching of History* (1921). Chapter 9. (See above, p. 27.)

14. LOCAL HISTORY

Ancient Monuments. (His Majesty's Stationery Office.) (See above, p. 75.)

BOARD OF EDUCATION. *Circular* 599 (1908). Pp. 7-9. (See above, p. 35.)

BOARD OF EDUCATION. *Educational Pamphlet* 37 (1923). Pp. 24-5. (See above, p. 36.)

CAMBRIDGE UNIVERSITY PRESS. General Catalogue contains a section of Local Histories, and the series of Cambridge County Geographies (1s. 6d. each).

CHILDS, W. M. *The Teaching of Local History*. (Historical Association Leaflet: Bell, 1s.; 1908; 15 pp.) A pioneer paper, worth study to-day for the lines of teaching which it urged as a means of fostering "not provincialism or parochialism but the cultivation, along with respect for the nation and empire, of respect for native locality and home." "By concentrating on Local History at an early age one is laying the right foundation for using Local History illustratively later on." This theme is then worked out in some detail for the county of *Berkshire*.

EWING, G. *A Village History Exhibition*. (Historical Association Leaflet 81: Bell, 6d.; 1930; 8 pp.) The

account of an exhibition describing the history of a parish in the *Weald of Kent*, and of the records and materials from which it was built.

FINDLAY, J. J. *History and its Place in Education* (1923). Pp. 62-7. (See above, p. 13.)

FIRTH, C. B. *The Learning of History* (1929). Chapter 10. (See above, p. 14.)

HASLUCK, E. L. *Teaching of History* (1921). Pp. 64-72. (See above, p. 15.)

HISTORICAL ASSOCIATION. *Bibliography of Local History*. (Bell, 1s.; 1928; 16 pp.)

HISTORICAL ASSOCIATION (Liverpool Branch). *Liaison between Primary and Post-Primary History* (1933). Contains suggestions for teaching the local history of *Liverpool*. (See above, p. 18.)

JARVIS, C. H. *Teaching of History* (1917). Chapter 12. (See above, p. 22.)

KELLY, M. *How to Make a Pageant*. (Pitman, 5s.; 1936). (See above, p. 89.)

MADELEY, H. M. *History as a School of Citizenship* (1920). Contains an example of local interest based on a fairy story. (See above, p. 64.)

MASTERMAN, J. H. B. *The Teaching of Local History*. (In *History* for April, 1933.) An attack on the "pathological" method of teaching History by emphasizing "crimes, blunders, and failures," and a plea for beginning historical study with "the things which are within the actual experience of our students," since "the road that begins at our front door leads to the end of the world." The argument illustrates the close relation between political and religious affairs as studied locally, and gives canons of practical guidance for the teacher.

The more a development is common to many localities, the more it is worth while teaching (and illustrating) locally.

MELTON, F. E. *Local Lore* (Nelson, 2s.; 1932). Invaluable to the teacher. Gives copious illustrations, from all parts of Britain, of all kinds of local historical material. The order of chapters is by topic.

OXFORD UNIVERSITY PRESS. General Catalogue contains a section of Local Histories.

RANDALL, H. J. *History in the Open Air* (1936). (See above, p. 85.)

SAUNDERS, H. W. *Aids and Suggestions for the Teaching of Local History*. (Maidstone; 1922.) Primarily for Rural Schools in Kent.

S.P.C.K. *Helps for Students of History*. Several pamphlets in this series are of great value to teachers interested in using the local history of their own town and country, e.g. :—

No. 2. *Municipal Records* (F. J. C. HEARN-SHAW). (6d.)

No. 15. *Parish History and Records* (A. HAMILTON THOMPSON). (8d.)

No. 28. *Monuments of English Municipal Life* (W. CUNNINGHAM). (1s.)

Village Survey Making. (His Majesty's Stationery Office, 1s., o.p.; 1928.) A pioneer work: no longer obtainable.

WAKE, J. *How to Compile a History and Present Day Record of Village Life*. (Northampton Federation of Women's Institutes, 2s.; 1928, 3rd ed. revised 1935; 95 pp.) Valuable for all localities, since the hints on

collection and the lists of sources are general as well as particular. Of value especially for *Northamptonshire*.

WALKER, E. C. *History Teaching for To-day* (1936). Chapters 4 and 5: detailed syllabus work on the *Fens*, *Kent*, and (exhaustively) *Derbyshire*. (See above, p. 28.)

15. MAP WORK

Note.—See also above, *ATLASES* (p. 76) and *CORRELATION* (p. 83).

BISHOP, M. C., and ROBINSON, E. K. *Practical Map Exercises and Syllabus in European History since 1714*. (Ginn & Co., 2s. 6d.; 1923; 32 pp.) This booklet is divided into 14 groups, each composed of a page of blank maps and (opposite) a printed page for assignments, the questions including biographies, definitions, essays, etc. The 14 topics are: Europe 1713-14; Partitions of Poland; Europe in 1810; Congress of Vienna; Italy from 1840; Austria-Hungary from 1867; Germany from 1871; Russia to 1917; the 1914 situation in European Asia, European Africa, the Balkans, Europe; the Western Front, 1914-18; and Post-War Europe in 1923.

BROWN, W. E., and COYSH, A. W. *The Map Approach to Modern History*. (University Tutorial Press, 1s. 6d.; 1935; 59 pp.) A series of 27 diagrammatic maps illustrating the History of Europe since 1789, with a page of text opposite each map, and a geographical index at the end. The maps, like those of J. F. HORRABIN (below, and p. 76 above) contain only what is of direct bearing on the question at issue.

HORRABIN, J. F. *The Opening-Up of the World*. (Methuen, 3s. 6d.; 1936; 116 pp.) A study of the growth of intercommunication, and of European influence in the world. Deals first with "From Feudal-

ism to World Conference," then with Industrialism and Imperialism, then with the several continents. Six chapters; 45 maps, mostly in the text.

KNOWLTON, D. C. *Making History Graphic* (1925). (See above, p. 78.)

LEWIS, S. T., and McGRADY, S. H. *Mapping Exercises in European History, 1789-1936*. (Dent, 1s.; 1937; 32 pp.) Also *Mapping Exercises in British History*. (Two parts, divided at 1689; 1s. each; 32 pp. each.)

MIDGLEY, C. *Teaching of History* (1935). Pp. 10-16. (See above, p. 24.)

WORTS, F. R. *Teaching of History* (1935). Chapter 10. (See above, p. 29.)

16. SOURCE WORK

Note.—See also above, DALTON PLAN, p. 86.

BOURNE, H. E. *Teaching of History and Civics* (1902). Chapter XI. (See above, p. 12.)

COMMITTEE OF SEVEN. *Teaching of History* (1899). Pp. 101-10. (See above, p. 12.)

DRUMMOND, H. A. *History in School* (1929). Chapter XI. Gives (p. 149) a useful list of Source Books. (See above, p. 31.)

DYMOND, D. *Handbook for History Teachers* (1929). Part 5. (See above, p. 13.)

FIRTH, C. B. *Learning of History* (1929). Chapter 8. (See above, p. 14.)

HAPPOLD, F. C. *Approach to History* (1928). (See above, p. 32.)

HASLUCK, E. L. *Teaching of History* (1920). Pp. 49-59. (See above, p. 15.)

HATTERSLEY, A. F. *History Teaching in Schools* (1935). (See above, p. 55.)

JARVIS, C. H. *Teaching of History* (1917). Chapter XI, and list of source books in appendix. (See above, p. 22.)

JOHNSON, H. *Teaching of History* (1915). Chapter 14. (See above, p. 23.)

KEATINGE, M. W. *Studies . . .* (1910). Chapters 3 and 4 are a most valuable discussion of source technique. (See above, p. 23.)

KERSLEY, F. R. *Use of Biblical Records* (1934). (See above, p. 76.)

LANGLOIS, C. H. V., and SEIGNOBOS, C. H. *Introduction to the Study of History* (1898). (See above, p. 44.)

LOFRENGEN, J. A. *The Use of Original Sources*. (In *New Era*, April, 1930.)

PROSSER, C. W. *Use of the Sources in History Teaching*. (In *New Era*, April, 1930.)

"SCHOOL WORLD," THE, for August, 1912, has a symposium on "Original Sources in the Teaching of History."

SOURCE BOOKS. The supply of good source books is meagre. The following, however, should be known:—

FFRENCH, Y. *News from the Past, 1805-87*. (Gollancz, 7s. 6d.; 1934; 656 pp.) A fascinating collection of newspaper accounts of leading events, and of selections from contemporary novels, with 50 full-page illustrations.

KEATINGE, M. W., and N. L. FRASER. *Documents of British History, 1815-1900*. (Black, 1s. 4d.; 1912 and 1930; 76 pp.) A reprint from the authors' *History of England for Schools*, with problems and exercises on the sources.

KELLETT, E. E. (ed.). *A Pageant of History: Scenes from 30 Centuries*. (Michael Joseph, 8s. 6d.; 1936; 815 pp.) An anthology of some 200 passages from standard historians, describing the great events of the world from the Code of Hammurabi to the League of Nations. There are 36 extracts to the death of Cæsar, 66 to Caxton, 66 to the French Revolution, and 32 to the present day. A storehouse of vivid word-pictures for the teacher.

MACKIE, R. L. (ed.). *Readings from the Great Historians*. (Harrap, 6 vols., 2s. 6d. to 3s. 6d. each; 1926; c. 400 pp. each.) Long extracts from standard historians and monographers. The volumes are divided at 1603, 1714, 1856; and European to 1789, and 1789 to 1914.

PITMAN'S *Elementary History Source Book*. (Three parts, 8d. each; 1928; 95, 53, 49 pp.) Covering respectively the periods to 1485 (39 extracts), 1715 (31 extracts), and 1902 (25 extracts).

ROBINSON, J. H., and BEARD, C. A. *Readings in Modern European History*. (Ginn, 2 vols., 10s. 6d. each; 1909; c. 550 pp. each.) The volumes cover the periods 1725-1815, and 1815-1909, and are drawn from official and other contemporary documents and from later monographs, with a full bibliography.

TRACEY, K. (ed.). *Nineteenth Century Life as reflected in the Pages of the Leading Novelists*. (Harrap, 2s.; 1928; 272 pp.) Invaluable.

UNIVERSITY OF LONDON. *Intermediate Source Books in History*. (Longmans, 9s., etc., each.) List from publishers.

WINBOLT, S. E., and BELL, K. (eds.). *English History Source Books*. (Bell, 1s. 6d. each; 1913-14.) A well-known series: covering the periods to 1066, 1154, 1216, 1307, 1399, 1485, 1547, 1603, 1714, 1760, 1801, 1837, 1856, 1876, 1887.

TRYON, R. M. *Teaching of History* (1921). Chapter 4. (See above, p. 27.)

WORTS, F. R. *Teaching of History* (1935). Chapter XI. (See above, p. 29.)

17. SYLLABUS

Note.—This section includes works that deal with syllabus-building, and particulars of actual syllabuses to be found in print.

ASSOCIATION OF ASSISTANT MASTERS. *Memorandum . . .* (1931). Appendix I: A correlated English and History scheme for Sixth Form, Upper, Lower, and Middle School, in four columns tabulating set books, private reading, holiday reading, and History period. Appendix II: A similar scheme for History, English, and Geography. Appendix III: Some typical syllabuses, including five 5-year courses in English and European History, three 4-year courses, and a one-term course for boys of 14½ on England 1714-60. (See above, p. 11.)

ARCHER, R. L. (ed.). *Scheme for a First Course in General History* (1925). (See above, p. 10, for details.)

ARCHER, R. L. *Teaching of History* (1916). Chapter 3 gives advice on syllabus-building. (See above, p. 10.)

ASSOCIATION FOR EDUCATION IN CITIZENSHIP. *Education for Citizenship in Secondary Schools* (1935.) Chapter 5 cites illustrative syllabuses for teaching Citizenship through History. (See above, p. 63.) Note also the Association's quarterly journal, *The Citizen* (10, Victoria Street, S.W.1), which gives others.

BELLIOT, M. *Syllabus of History for Children of 9 to 10*. [In French.] (In *Quarterly Bulletin of International Conference on Teaching of History*, No. 2, 1933, pp. 62-6.) Based on the principle that our material civilization to-day is the result of past contributions from all parts of the world. It involves therefore a courageous scrapping of much of the conventional subject-matter, and proceeds topically: Fire, Hunger, Domestication of Animals, Habitation. Use and Control of Natural Forces by Man, Writing, Transmission of Thought.

BOARD OF EDUCATION. *Circular 599* (1908). (See above, p. 35.) This circular suggests: (1) A 3-year course, with the importance of selection illustrated by reference to the Norman Conquest and the Crusades. (2) A 3- or 4-year course for classes aged 12 onwards: English History: illustrated from Crusades, Henry II, Edward I, Tudors, and Stuarts. See also *Circular 869* of 1914 (above, p. 35).

BOARD OF EDUCATION. *Report on Teaching of History* (1927). Cites a syllabus of 30 stories for Class 7, and a Social and Industrial History syllabus (one year—over 50 topics) for Standard X-7. (See above, p. 36.)

BOARD OF EDUCATION. *Handbook of Suggestions* (1927 and 1936). Pp. 407-28 give guidance, plentifully illustrated, on syllabus construction. (See above, p. 37.)

COCK, A. A. *A Syllabus in War Geography and History*. (Philip, 6d.; 1916; 32 pp.) Designed to explain to senior pupils the geographical and historical origins of the War of 1914. This it does by considering the map, posing questions, and working out the answers on the double basis. The seven chapters deal with Problems of the Mediterranean, Teuton and Gaul and Slav, Enter England, the Eastern Question, Growth of the German Menace, Economic World Problems, and Ethical Questions.

DRUMMOND, H. A. *History in School* (1929). Chapter 2 discusses syllabus-building, illustrated by a complete school syllabus; and Appendix I gives a course in biography, 18 topics, from Abraham to Michelangelo, for children of 8 to 9. (See above, p. 31.)

DYMOND, D. *Handbook for History Teachers* (1929). Part I is devoted to syllabuses for junior and senior schools. (See above, p. 13.)

EVE, A. *History Teaching by Biographies* (1910). (See above, p. 32.)

FINDLAY, J. J. *History and its Place in Education* (1923). Chapter 4 outlines the principles, and Chapter 6 the content, of a syllabus for children aged 8 to 11. Page 106 onwards suggests a syllabus for ages 12-14-16. (See above, p. 13.)

FIRTH, C. B. *The Learning of History* (1929). Chapter 12 gives an admirable series of precepts for syllabus construction, and examples of scope and content for Standards 1 to 7. (See above, p. 14.)

GOULD, F. J. *History the Teacher* (1921). Gives (in outline) lessons on India (pp. 43-47), Ireland (47-52), the Rhone (52-7), Italy (78-82), Milton (100-4), Washington (104-8), Wordsworth (108-12). (See above, p. 14.) See also same author's *Syllabus of Civilization in Three*

Stages (1933; 61 pp.; from author, Armored, Woodfield Avenue, W.5).

HARRIS, M. O'B. *Towards Freedom* (1923). Details, p. 86 above.

HASLUCK, E. L. *Teaching of History* (1920). Gives outlines (pp. 116-20) of lessons on the Norman Conquest, a Feudal Village, and Nelson and his Ships. (See above, p. 15.)

HISTORICAL ASSOCIATION (Birmingham Branch Report, 1932). (See above, p. 18.)

JARVIS, C. H. *Teaching of History* (1917). Chapters 4 to 8 discuss and illustrate the principles of syllabus-making. (See above, p. 22.)

JEFFREYS, M. V. C. *History Course for the Senior School* (1936). A complete outline. (See above, p. 33.)

KERSLEY, F. R. *Use of Biblical Sources* (1934). Outlines six schemes. (See above, p. 76.)

KLAPPER, P. *Teaching of History*. Chapters 11-13 give in detail a syllabus for American schools, for age 9 and upwards. (See above, p. 23.)

LONDON COUNTY COUNCIL. *Memoranda on Curriculum*: No. 5, *History* (1933 and 1936). The three syllabuses outlined in this are described above, p. 37.

McMURRY, C. A. *Special Method in History* (1903). Chapters 3-6 give a syllabus for Grades 4 to 8 of American schools. (See above, p. 24.)

MADELEY, H. M. *History as a School of Citizenship* (1920). See above, p. 64, for details of the syllabuses given in this book.

MIDGLEY, C. *Teaching of History* (1935). See above, p. 24, for the three schemes this book suggests.

SHOWAN, P. B. *Citizenship and the School* (1923). Part II (pp. 41-136) is a Scheme of Civic Instruction based on History, in four years of three terms each. Year 1: stories, from Ancient, Roman, and Mediæval times. Year 2: English political History to 1066, to 1485, and social History to 1485. Year 3: to 1603, to 1714, and social History to 1714. Year 4: to 1815, to 1918, and constitutional, social, and industrial nineteenth century, with special topics (Defence, Law and Order, Justice, Law-making). This syllabus is worked out in full. (See above, p. 65.)

SHROPSHIRE, O. E. *Teaching of History in English Schools* (1936). The syllabuses given in the appendix to this book are described above, p. 26.

STOKE, L. E. A. See details, p. 39, above.

STRONG, C. F. *History in the Senior School*. (1935.) See above, p. 34, for details of the three-year syllabus here suggested.

TRYON, R. M. *Teaching of History* (1921) Chapter XI is a well-illustrated discussion, "Planning the Course and the Lesson." (See above, p. 27.)

WITHERS, H. L. *The Teaching of History* (1904). Contains a Memorandum on History in London Board Schools, and a suggested Syllabus (in tabular form—pp. 186-7) with notes on its administration: correlating History, Literature, Geography, and Music in every standard. (See above, p. 29.)

WORTS, F. R. *Teaching of History* (1935). (See above, p. 29.) Chapter 9 is a stimulating consideration of "the ideal syllabus" [for which see also HISTORY for April, 1932]. Safeguards and warnings are given on "omission," "illogical selection," "irreducible minimum," etc.; Social History is stressed; and a suggested syllabus is appended for ages 7-15+, covering

Home Life of children in the past (7-9); the "Makings of Things" (9-11); Outline of World History and English History (11-13); a review of English History on the "gang" idea, and of modern industrial History (13-14); a review of Western Civilization, and of English History, period 1688-1935 (14-15).

Note.—See also the Syllabuses given in Part IV above, HISTORY TEACHING ABROAD AND IN BRITISH DOMINIONS, pp. 50-62.

18. WIRELESS

Note.—As yet the special study of Broadcasting as applied to the teaching of History has not proceeded very far. Information is obtainable from the Central Council for School Broadcasts, 12, Portland Place, W.1. The following studies are very helpful:—

B.B.C. *Broadcasts to Schools Pamphlets: History*. Various courses, changed yearly: three (terminal) pamphlets per year for each course (2d. each). *N.B.*—Separate courses for Scotland and (in Welsh) for Wales. The pamphlets are, incidentally, invaluable for their pictorial and chart illustrations.

B.B.C. *Enquiry Pamphlet No. 1: History*. (1934; 6d.; o.p.) The first official study. Tentative; extremely helpful; no longer procurable.

B.B.C. *Enquiry Pamphlet No. 5: Broadcasting and the Classroom*. (1937; free.) The result of an inquiry carried out in Ayrshire, under the direction of W. A. F. Hepburn. Pp. 13-23 contain suggestive conclusions on preparation and follow-up. The growing popularity of dramatic programmes is stressed.

DOBSON, Mrs. D. P. *Wireless Lessons in History*. (In *History* for April, 1930.) A short article, general in its treatment and practical in its hints.

VIII. BIBLIOGRAPHIES FOR THE TEACHER

Note.—See also the bibliographies of Historical Fiction above, p. 99. The following are introductions to larger and more specific bibliographies :—

ALLISON, W. H., FAY, S. B., and others. *Guide to Historical Literature*. (Macmillan, 45s. ; 1931 ; 1,252 pp.)

ASSOCIATION FOR EDUCATION IN CITIZENSHIP. *Bibliography of Social Studies* (1936). Covers the fields of Economics, Public Affairs, Recent History (since 1815), Economic History, Geography, Logic, and Psychology. Each section is divided into lists of books for pupils aged 11–14, lists for 14–16, and reference and library works, all annotated. Extremely useful. The History (adult) section is classified as follows : British Isles, British Empire, General (including Political Ideas), Separate Countries, U.S.A., International. (See above, p. 80.)

CLAPARÈDE, J. *Les annuaires pédagogiques nationaux et internationaux*. (In *Internationale Zeitschrift für Erziehungswissenschaft*, Cologne, No. 1 ; 1931 ; pp. 130 ff.) A full list of educational periodicals.

DYMOND, D. *A Handbook for History Teachers* (1929). Indispensable. (See above, p. 13.)

HAWKE, E. G. *The British Newspaper Press*. (In *Bulletin of the International Committee of Historical Sciences* ; 1935.) (See above, p. 69.)

HISTORICAL ASSOCIATION. *Annual Bulletin of Historical Literature*. (Bell, 1s. yearly ; c. 75 pp.) Annotated lists of chief historical works published during the preceding year, with indexes of authors and publishers.

HISTORICAL ASSOCIATION. *Bibliographies*. (Bell, 1s. each.) The list includes Welsh History (1921), Local History (1928), Scottish History (1921), Irish History (1921), Political Theory (1916), British Empire (1929), English Constitutional History (1929), Ancient History (1931), Textbooks for Senior Schools (1935), Modern European History (1936).

JOHNSON, H. *Teaching of History* (1915.) Contains a Bibliography on the teaching of History (pp. 438-40). (See above, p. 23.)

KLAPPER, P. *Teaching of History* (1926). Full lists. Includes books, pamphlets, and periodicals, classified (by subject) into two main groups, for pupils and teachers. (See above, p. 23.)

LONDON COUNTY COUNCIL. *Requisition Lists: Books, Maps and Diagrams approved for use in Schools*. No. 3118. (5s.; May, 1935.)

NATIONAL BOOK COUNCIL (3, Henrietta Street, W.C.2). *Bibliographies*. Leaflet bibliographies on many subjects.

POWER, E. *Bibliography for School Teachers of History*. (Methuen, 1s. 6d.; 2nd ed. revised, 1932; xi + 53 pp.)

ROBERTSON, SIR C. G. *What to read on Modern History*. (Leeds Public Library, 3d.; 1928; 27 pp.)

ROYAL INSTITUTE OF INTERNATIONAL AFFAIRS. *Bibliographies*. (List from Chatham House, St. James's Square, S.W.1.)

SONNENSCHN, W. S. *The Best Books: Part III*. (Routledge, 31s. 6d.; 3rd ed., rewritten, 1923; 612 pp.) Classified bibliographies—History, Antiquities, Genealogy.

WEAVER, F. J., and WHITE, J. W. *List of Textbooks in History for Senior Schools* (1935.) (See above, p. 82.)

IX. CATALOGUES OF APPARATUS, ILLUSTRATIONS, ETC.

THE main highway to these is through the pages of the Historical Association's *List of Illustrations for Use in History Teaching in Schools* (1930), for which see above, p. 101.

In addition, publishers' catalogues are frequently full of suggestion, as, for example, those of—

ARNOLD, E. J., & CO., Leeds.

BATSFORD, 15, North Audley Street, W.1.

JOHNSTON & CO., Edinburgh.

NISBET, J., & CO., 22, Berners Street, W.1.

WHEATON & CO., Exeter.

These in particular offer all kinds of illustrative material for History teachers.

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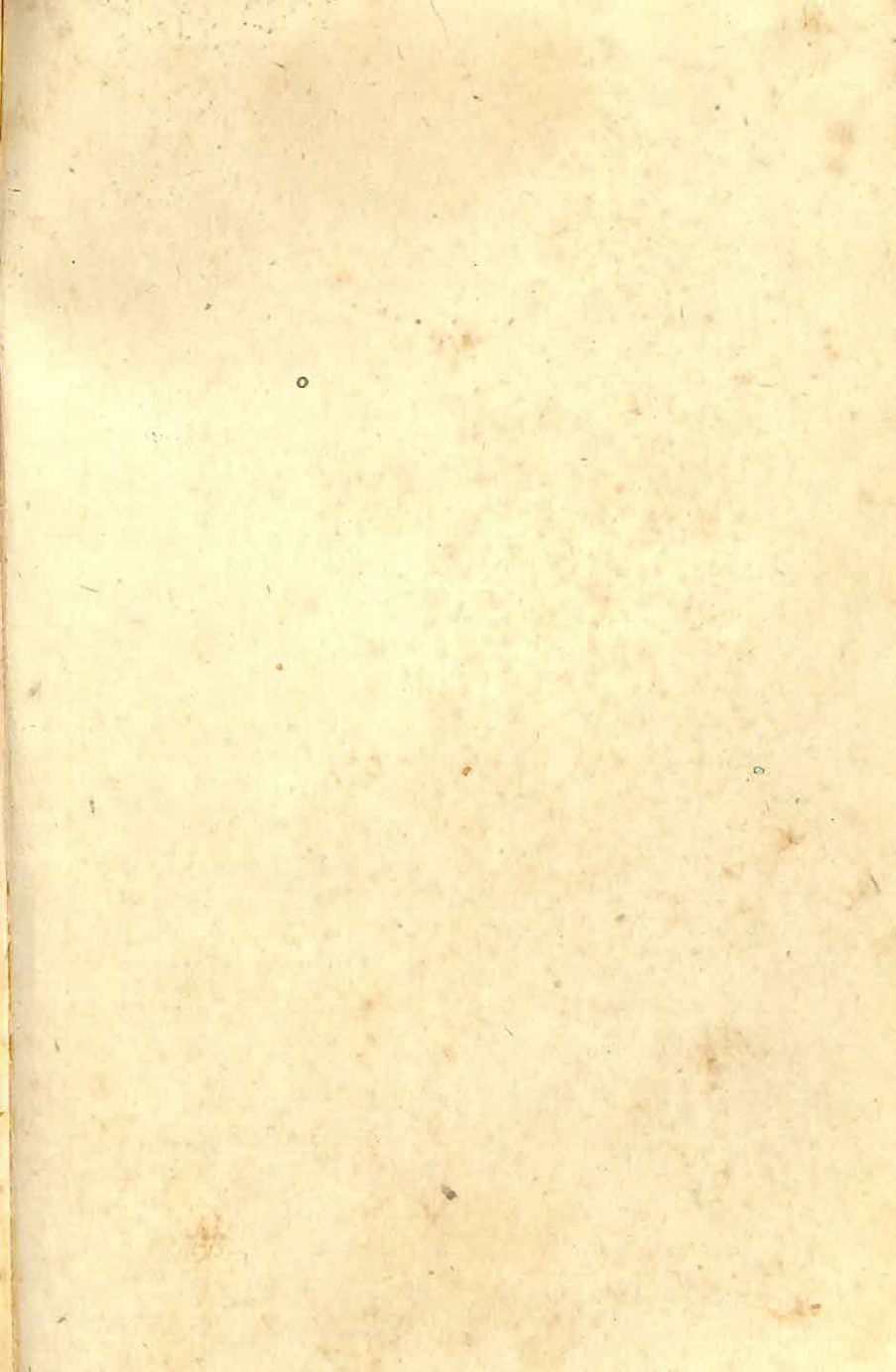
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